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ABSTRACT

An evaluation was conducted on the first year operations (academic 1976-77) of an experienced based career education (EBCE) project designed for tenth grade students from Weber County School District (Utah) and ninth and tenth grade students from Morgan County School District (Utah). Students were pre- and posttested in the areas of career skills, life skills, and basic academic skills and a student demographic data questionnaire was administered. It was concluded that students did make changes in their career knowledge and attitudes toward learning environments and although they did not show any increased mastery in all career skills, life skills, and basic skills, neither did they show any decrease. Results of questionnaires administered to students, parents, site coordinators, and teachers were generally favorable. Evaluation of grade patterns of EBCE students in English, science, and math showed that on a group basis grades remained generally the same for the year. Of significance was the result that the EBCE program had no detrimental effect on student grades even though they spent a considerable amount of time off campus in employer sites. (TA)

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FIRST INTERIM REPORT

PROJECT NO. 502AH60105

GRANT NO. G08-76-00115

EXPERIENCED-BASED CAREER EDUCATION, PART D, 13.502

Exemplary Project in Vocational Education

Conducted Under

Part D of Public Law 90-576

Weber County School District

Thera Johnson, Project Director

Ogden, Utah 84404

Morgan County School District
United States Office of Education
1976-1977

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Nov. 1, 1977

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PREFACE

This report prepared by the third party evaluators concludes the first year of the program 1976-77. During this period of time the evaluators have had ample opportunity to visit with the district office EBCE personnel, the counselors, teachers, site employers, and students as they progress through the various stages of the program. Monitoring and evaluating the operation of the EBCE program has been made easier by the openness and cooperation of the project director and other staff personnel. In addition, program organization and execution of program components has been impressive. It is the opinion of the evaluators that the enthusiasm shown thus far by EBCE personnel, students, teachers, counselors, site employers, and parents toward the Experience-Based Career Education program will continue and result in increased educational benefits for each student.

Ivan D. Muse

Garn Coombs

Third Party Evaluators

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Nov. 1, 1977

REPORT SUMMARY

A. Time Period Covered

This final report covers a period of time commencing September 1, 1976 to August 31, 1977.

B. Goals and Objectives of the EBCE Program

The career education program conducted by the Weber County and Morgan County School Districts was designed to produce certain specified student outcomes. These outcomes expressed as hypotheses were categorized into three areas of involvement:

Career Skills

Life Skills

Basic Skills

For each of these areas hypotheses were stated that would provide opportunity to test student proficiency and attitude in the areas outlined. These hypotheses were as follows:

Career Skills

a. Experimental students will acquire increased mastery in career knowledge.

b. Experimental students will acquire significantly greater mastery in career knowledge than control students in a traditional high school.

c. Experimental students will acquire increased career maturity.

d. Experimental students will acquire significantly greater career maturity than control students in a traditional high school.

Life Skills

e. Experimental students will acquire increased positive attitudes toward learning environments.

f. Experimental students will develop significantly more positive attitudes toward learning environments than control students in a traditional high school.

g. Experimental students will acquire increased positive attitudes toward self.

h. Experimental students will develop significantly more positive attitudes toward self than control students in a traditional high school.

Basic Skills

i. Experimental students will acquire increased mastery in basic academic skills.

j. Experimental students will acquire significantly greater mastery in basic academic skills than control students in a traditional high school.

In addition to the above a major purpose of the evaluators was to monitor the operation of the EBCE Program to determine if all guidelines of the U.S. Office of Education were being adhered to and if the original program components were being followed. To complete these tasks the evaluators have extensively tested student participants in pre and post test situations and have carefully monitored all phases of program management and operation.

C. Program Evaluation

1. Testing of Student Outcomes

A treatment-control group quasi-experimental evaluation design was utilized to assess student outcomes of the Weber and Morgan Experienced Based Career Education Program. Sixty-four student positions were assigned during the second semester of the 1976-77 school year when the actual program was implemented. This number represented 18 students each at Bonneville, Roy and Weber high schools and 10 students at Morgan High School. Morgan High School is a rural school in the Morgan County School District, which is adjacent to the Weber County School District. Orientation meetings for students and parents were conducted at each of the four high schools involved in the program. Students were asked to submit applications if they were interested. A total of 527 applications were received.

During the semester 5 students dropped from participation in the program. The reasons for dropping were:

Student from Roy High School	:	concerned about grades in other subjects
Student from Weber " "	:	athletics
Student from Morgan " "	:	athletics
" " "	:	athletics
" " "	:	moved out of state

Therefore, 59 students completed the program who were in the experimental group.

From the applicants the evaluators randomly selected the 64

students who were considered the experimental group. A control group was selected from the total student population of 10th graders not participating in the program. The control group was composed of 87 students.

The following tests were used by the evaluators for administration to the students:

A. Student Demographic Data Questionnaire (SDQ)

B. Career Maturity Inventory (CMI)

C. Career Attitude Scale (CAS)

D. Self-Directed Search Interest Inventory (SDS)

E. Assessment of Student Attitudes Scale (ASA)

F. Berger Acceptance of Self Scale (BASS)

G. Comprehensive Tests of Basic Skills (CTBS)

All test answer sheets were sent to the Research for Better Schools Laboratory for computer computation. Pre-test data was collected in January, 1977. Post-test material was administered to the students in May, 1977.

2. Teachers, Students, Site Coordinators and Parent Attitude Surveys

Individual group questionnaires were developed to test attitudes and reactions to the EBCE program. The questionnaires were administered during May immediately prior to the ending of school. The results were tabulated and are presented in this report.

3. Grade Report of EBCE Students

The grades for the first and second semester of the 1976-77 school year were collected for each student in the experimental

group. The semester grades were compared to determine if student grades had been affected by participation in the program.

4. Program Elements and Management

The operation of the program was constantly monitored during the school year and periodic quarterly reports were submitted detailing the progress of the program. Consistent with quarterly reports, the evaluators found no evidence of violations in regard to sex-fair practices.

E. Conclusions and Recommendations

The EBCE program is well organized and supported by members of the school and community. The Weber County and Morgan County School Districts are committed to the Experienced Based Career Education Concept and respond quickly to suggestions for improvement. The business community is eager to cooperate with the schools and feel that they are providing a vital service. As has been reported in each quarterly report the success of the program has been manifested in EBCE presentations to civic groups, visitations from interested educators and newspaper EBCE information releases. Following are a list of recent activities involving the program participants from May 6, 1977 through July 29, 1977.

DATE	PLACE	ACTIVITIES
May 6, 1977	Shiprock	Introduced EBCE program to Administrators
May 6	Windowrock	Introduced EBCE program to Administrators

DATE	PLACE	ACTIVITIES
May 10 and 11	Ogden	Shiprock Junior High personnel were in Ogden for EBCE orientation and a tour of exploration sites.
May 16 and 17	Shiprock	Weber personnel helped Shiprock personnel develop their EBCE pilot program, establish timelines, determine staff assignments and orient entire junior high faculty and dormitory staff. Student application forms and program material were provided for the Shiprock EBCE staff.
May 18 and 19	Many Farms	Weber personnel oriented Many Farms EBCE personnel to the program, helped develop their pilot program, and helped establish timelines. Student application forms and program materials were provided to the Many Farms staff.
June 20 and 21	Shiprock	Helped Shiprock EBCE personnel orient 25 students to the program. Provided Kuder and Job-O tests and helped administer tests to each student. Worked with personnel to develop exploration sites for students. Approximately 30 sites were developed at this time.
June 22 and 23	Many Farms	Discussed program problems with Many Farms coordinators. Visited exploration sites at Many Farms and at Chinle. Helped develop additional exploration sites.
June 24	Shiprock	Helped develop additional exploration sites, student's schedules and evaluation forms.
July 28	Many Farms	Reviewed and evaluated program procedures with staff and students.
July 29	Shiprock	Reviewed and evaluated program procedures with staff and students.

The Weber EBCE personnel, as may be noted above, spent May through July helping officials at the Shiprock and Many Farms boarding

schools set up a summer Experienced Based Career Education Program. These schools are located in Arizona and provide instruction to Navajo students.

The results of testing students in the project indicated improvement in gaining career knowledge. In life skills students did change regarding their attitudes toward learning environments. No change was noted in the area of self concept on a pre and post test analysis. Significant change was not noted in the areas of career maturity or increased mastery of basic reading and computing skills. It would be expected to find little increased proficiency in the latter testing due to the brief interval (15 weeks) between the pre and post testing and the nature of the project. Of vital importance is the finding that students who are involved in the EBCE program are not experiencing a reduction in grade or in achievement on the Comprehensive Test of Basic Skills (CTBS).

Individual group (parents, students, teachers and site employers) questionnaire results at the conclusion of the semester program were uniformly positive. It is apparent that students and parents are talking about site assignments and that both groups are enthusiastic and pleased with the results of such experienced based training.

Site employers speak highly of the program and all but one employer expressed a desire to continue in the project during coming semesters. Teachers also expressed a positive attitude toward the program. Some of the teachers, however, expressed a wish to be more informed about what happens to the students at employer sites and in academic help sessions. School personnel, including administrators and counselors as well as the teachers are definitely receptive to career education and made many

cooperative efforts to permit the program to function efficiently during its initial introduction. Questionnaire results also indicate that the staff members, students, parents and site employers are willing to make a commitment to the EBCE program over a considerable period of time.

Recommendations

1. That the EBCE program continue as planned. The success of the project has had impact upon other schools in Utah as well as a growing number of school districts from other states. The Weber EBCE program provides a demonstrable plan that other schools can follow in developing successful career education activities.
2. That continued effort be made by the EBCE staff to increase program awareness. The teachers desire more knowledge about all facets of the program and this information can be provided through added seminars, information bulletins, teacher trips to sites and personal discussions with teachers in each school.
3. That the third party evaluators explore the possibility of more sensitive testing materials that will better detect student interest and cognitive knowledge changes over a shorter period of testing time. A semester program base seems to be adequate and helpful to students but the designated tests are more successful in evaluating career education programs of one or more years duration.

Third Party Evaluator Comments

The third party evaluators have, in the course of this assignment, developed a cordial relationship with the Weber County School District and the EBCE project personnel. All records, programs, and events have been open to us and observation, testing and reporting have been facilitated with relative ease because of the positive attitude of the district personnel. The observation of the evaluators is that the Weber County School District and their mutual partner, Morgan County School District are good institutions who make genuine and consistent efforts to achieve the goals that they have established. Their desire to make the EBCE program meaningful to youth is indicated in commitment of time, people, resources, open evaluations and appraisal. We commend the districts and staff for these highly professional traits.

SECTION I: TEST EVALUATION

A. Student Samples

B. Instruments

C. Results

STUDENT SAMPLES

During the 1976-1977 academic year tenth grade students from Weber County School District and ninth and tenth grade students from Morgan County School District participated in the evaluation of an Experienced Based Career Education (EBCE) Project. The groups were designated as follows:

1. E1 - Bonneville High School randomly selected experimental group
   C1 - Bonneville High School randomly selected control group
2. E2 - Roy High School randomly selected experimental group
   C2 - Roy High School randomly selected control group
3. E3 - Weber High School randomly selected experimental group
   C3 - Weber High School randomly selected control group
4. E4 - Morgan High School randomly selected experimental group
   C4 - Morgan High School randomly selected control group

The groups were randomly selected from the pool of student applications for the 1976-1977 school year. These groups participated in the EBCE program during winter semester.

Demographic information was collected to provide information about the students who applied for and were randomly selected to participate in the project either as the experimental group or the control group. The information dealt with age, grade point average, previous absence record, post secondary plans, reasons for participating in EBCE, educational level of fathers and mothers, paternal and maternal occupations and immediate and long range occupational plans of students.

The thirteen tables that follow include data on each experimental

and control group, the sum total of all experimental groups and all control groups, and the sum total of all students both experimental and control.

Student Age

The average age for El students at Bonneville High and Roy High was just under 15 1/2 years old. For Weber High the average age was just over 15 1/2 years old. For Morgan High the average age was 14 3/4 years old. The highest percentage of students in the project were 15 1/2. There was less than a years difference in the average age of the students, but individual age differences spanned two and one half years. The youngest student was fourteen and the oldest was sixteen and one half. The age of the experimental group in each high school was nearly identical to the age of the students in the control group. Table 1 presents information regarding the age of students.

Previous School Grade Point Average

Over eighty percent of the students in all groups had a grade point average of 2.5 or better and over one third of all students had a grade point average of 3.5 or better. This indicates that those students who were interested in the EBCE project this first year were students with above average performance in their previous school work. The grade point averages of the experimental and control groups were nearly the same with the experimental being .07 higher. Overall grade point average for all

Table 1: STUDENT AGE AS OF JANUARY, 1977

GROUP / YEARS	E-1 No.	E-1 %	E-2 No.	E-2 %	E-3 No.	E-3 %	E-4 No.	E-4 %	C-1 No.	C-1 %	C-2 No.	C-2 %	C-3 No.	C-3 %	C-4 No.	C-4 %	Exp. Totals No.	Exp. Totals %	Control Totals No.	Control Totals %	Totals No.	Totals %
14							2/	20.00							2/	15.38	2/	3.23	2/	2.63	4/	2.89
14½							4/	40.00							6/	46.16	4/	6.45	6/	7.89	10/	7.25
15	7/	41.18	7/	41.18	3/	16.67	1/	10.00	9/	42.86	6/	31.58	6/	26.09	3/	23.08	18/	29.03	24/	31.58	42/	30.43
15½	7/	41.18	8/	47.06	9/	50.00	2/	20.00	8/	38.09	9/	47.37	11/	47.82			26/	41.94	28/	36.84	54/	39.13
16	3/	17.64	2/	11.76	5/	27.78	1/	10.00	4/	19.05	4/	21.05	6/	26.09	2/	15.38	11/	17.74	16/	21.05	27/	19.56
16½					1/	5.55											1/	1.61			1/	.72
Average Age	15.38		15.35		15.61		14.8		15.38		15.45		15.5		14.77							
Total	17/	100.00	17/	100.00	18/	100.00	10/	100.00	21/	100.00	19/	100.00	23/	100.00	13/	100.00	62/	100.00	76/	100.00	138/	100.00

students was 3.35. Table 2 presents information on the previous grade point average of the students.

Previous School Absence

A requirement for acceptance into the EBCE project was fewer than five absences during the 1975-76 winter semester. This requirement skewed the data, but it also guaranteed the required attendance needed to start a new program of community involvement. In all Weber County High Schools over eighty percent of the students were almost never absent whereas over sixty percent of the students in Morgan High School were almost never absent. Only nine percent of all the students were in the absent sometimes category. Table 3 presents information on the previous school attendance of the students.

Primary Post Secondary Plans

The most popular category for all students primary post secondary plans was to attend a four-year college or university especially students in the experimental group. The total of all students choosing this category, however, was 42% which meant that 58 percent, or the majority of students in the program, were interested in other options. The second choice was attending a vocational, technical, trade or business school for all students and obtaining part-time employment ranked third for all

Table 2: PREVIOUS SCHOOL G.P.A.

GROUP / G.P.A.	E-1 No.	%	E-2 No.	%	E-3 No.	%	E-4 No.	%	C-1 No.	%	C-2 No.	%	C-3 No.	%	C-4 No.	%	Exp. Totals No.	%	Control Totals No.	%	Totals No.	%
F(0.0 - 0.49)																						
D(0.5 - 1.49)																						
C(1.5 - 2.49)	3/	17.64	1/	5.56	1/	5.56			2/	8.33	1/	5.88	3/	13.04			5/	7.81	6/	7.90	11/	7.86
B(2.5 - 3.49)	7/	41.18	8/	44.44	7/	38.89	7/	63.64	13/	54.17	4/	23.53	13/	56.52	10/	83.33	29/	45.31	40/	52.63	69/	49.28
A(3.5 - 4.00)	7/	41.18	9/	50.00	10/	55.55	4/	36.36	9/	37.50	12/	70.59	7/	30.44	2/	16.67	30/	46.88	30/	39.47	60/	42.86
Average G.P.A. C = 2, B = 3, A = 4	3.24		3.44		3.5		3.36		3.38		3.67		3.30		3.17		3.39		3.32		3.35	
Total	17/	100.00	18/	100.00	18/	100.00	11/	100.00	24/	100.00	17/	100.00	23/	100.00	12/	100.00	64/	100.00	76/	100.00	140/	100.00

Table 3: PREVIOUS SCHOOL ABSENCE ESTIMATE

GROUP / SCHOOL ABSENCES	E-1 No. %	E-2 No. %	E-3 No. %	E-4 No. %	C-1 No. %	C-2 No. %	C-3 No. %	C-4 No. %	Exp. Totals No. %	Control Totals No. %	Totals No. %	
Absent most of time												
Absent very frequently							2/ 8.70			2/ 2.60	2/ 1.33	
Absent Sometimes	1/ 5.88	1/ 5.88	2/ 11.11	2/ 18.18	3/ 12.50	2/ 11.77	1/ 4.34	1/ 7.69	6/ 8.22	7/ 9.09	13/ 8.67	
Absent Infrequently	2/ 11.77	1/ 5.88	1/ 5.56	2/ 18.18	3/ 12.50	1/ 5.88	2/ 8.70	3/ 23.08	6/ 8.22	9/ 11.69	15/ 10.00	
Almost Never absent	14/ 82.35	15/ 88.24	15/ 83.33	7/ 63.64	18/ 75.00	14/ 82.35	18/ 78.26	9/ 69.23	61/ 83.56	59/ 76.62	120/ 80.00	
Total	17/100.00	17/100.00	18/100.00	11/100.00	24/100.00	17/100.00	23/100.00	13/100.00	73/100.00	77/100.00	150/100.00	

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Table 4: PRIMARY POST SECONDARY PLANS

PLANS / GROUP	E-1 No.	%	E-2 No.	%	E-3 No.	%	E-4 No.	%	C-1 No.	%	C-2 No.	%	C-3 No.	%	C-4 No.	%	Exp. Totals No.	%	Control Totals No.	%	Totals No.	%
Full-Time Employment			3/	16.66	1/	5.56	1/	9.09			3/	15.00	3/	12.50	2/	15.39	5/	7.69	8/	10.00	13/	8.96
Apprenticeship or on-the-job training program			1/	5.56	3/	16.66	1/	9.09	2/	8.70			3/	12.50			5/	7.69	5/	6.25	10/	6.90
Regular Military Service or a Service Academy											1/	5.00	1/	4.17					2/	2.50	2/	1.38
Full-Time Home Maker							1/	9.09					2/	8.33			1/	1.54	2/	2.50	3/	2.07
Vocational, Technical, Trade or Business School	1/	5.88			3/	16.66	1/	9.09	5/	21.74			3/	12.50	3/	23.08	5/	7.69	11/	13.75	16/	11.03
Study of Academic Courses at Jr. or Community College	3/	17.65			1/	5.56					1/	5.00	1/	4.17	1/	7.69	4/	6.16	3/	3.75	7/	4.83
Study of Technical or Vocational subjects at Jr. or Community College	2/	11.76					1/	9.09	2/	8.70			2/	8.33	1/	7.69	4/	6.16	5/	6.25	9/	6.21
Four-Year College or University	7/	41.18	11/	61.11	7/	38.89	5/	45.46	8/	34.78	11/	55.00	7/	29.17	5/	38.46	30/	46.15	31/	38.75	61/	42.07
Part-Time Employment	3/	17.65	2/	11.11	1/	5.56	1/	9.09	3/	13.04	2/	10.00	2/	8.33	1/	7.69	7/	10.77	8/	10.00	15/	10.34
Other	1/	5.88	1/	5.56	2/	11.11			3/	13.04	2/	10.00					4/	6.15	5/	6.25	9/	6.21
Total	17/100.00		18/100.00		18/100.00		11/100.00		23/100.00		20/100.00		24/100.00		13/100.00		65/100.00		80/100.00		145/100.00	

students although these two categories were reversed with the experimental group. The students indicated some interest in all categories although no one in the experimental group expressed interest in regular military service or a service academy, which category was the least popular of all nine options. Full-time homemaker was the second lowest choice. Table 4 presents information on student choices for their immediate post secondary school plans.

Summation of All Post Secondary Plans

A composite of all student choices for their immediate post secondary plans showed some major changes. The four-year college and university category was the most popular with 20 percent of the student choices and second was full-time employment with nearly 20 percent of the experimental group making this choice. Although full-time homemaker increased still only 8 percent of the students made this choice. Regular military service or a service academy was still low. Table 5 presents information on all the student choices of post secondary plans.

Primary Reasons for EBCE Enrollment

The major reason students gave for entering EBCE was to find out about careers. This was the first choice for one third of all the

Table 5: POST SECONDARY PLANS TABLE

PLANS \ GROUP	E-1	E-2	E-3	E-4	C-1	C-2	C-3	C-4	Exp. Totals	Control Totals	Totals
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
Full-Time Employment	9/ 17.65	12/ 22.64	11/ 20.37	6/ 18.18	9/ 12.68	14/ 23.34	9/ 12.68	7/ 18.42	38/ 19.89	39/ 16.25	77/ 17.87
Apprenticeship or on-the-job training program	3/ 5.88	2/ 3.77	7/ 12.96	1/ 3.03	9/ 12.68	4/ 6.67	10/ 14.08	2/ 5.26	13/ 6.81	25/ 10.42	38/ 8.82
Regular Military service or a Service Academy	1/ 1.96	3/ 5.66	2/ 3.70	1/ 3.03	1/ 1.40	1/ 1.67	4/ 5.63	3/ 7.89	7/ 3.66	9/ 3.75	16/ 3.71
Full-Time Home Maker	4/ 7.84	5/ 9.43	4/ 7.41	3/ 9.09	3/ 4.23	4/ 6.67	8/ 11.27	4/ 10.53	16/ 8.37	19/ 7.92	35/ 8.12
Vocational, Technical, Trade or Business School	5/ 9.80	4/ 7.55	9/ 16.67	3/ 9.09	12/ 16.90	5/ 8.34	7/ 9.86	5/ 13.16	21/ 10.99	29/ 12.08	50/ 11.60
Study of Academic Courses at Jr. or Community College	7/ 13.73	2/ 3.77	4/ 7.41	2/ 6.06	2/ 2.82	6/ 10.00	1/ 1.40	2/ 5.26	15/ 7.85	11/ 4.58	26/ 6.03
Study of Technical or Vocational subjects at Jr. or Community College	5/ 9.80	1/ 1.88	3/ 5.56	2/ 6.06	6/ 8.45	2/ 3.34	4/ 5.63	2/ 5.26	11/ 5.76	14/ 5.84	25/ 5.80
Four-Year College or University	8/ 15.68	16/ 30.18	8/ 14.81	7/ 21.21	16/ 22.53	17/ 28.34	16/ 22.53	5/ 13.16	39/ 20.42	54/ 2.50	93/ 20.08
Part-Time Employment	8/ 15.69	7/ 13.20	4/ 7.41	8/ 24.24	10/ 14.08	5/ 8.34	10/ 14.08	6/ 15.79	27/ 14.14	31/ 12.92	58/ 13.46
Other	1/ 1.96	1/ 1.88	2/ 3.70		3/ 4.23	2/ 3.34	2/ 2.82	2/ 5.26	4/ 2.09	9/ 3.75	13/ 3.01
Total	51/100.00	53/100.00	54/100.00	33/100.00	71/100.00	60/100.00	71/100.00	38/100.00	191/100.00	240/100.00	431/100.00

students. To receive counseling about what to do after school was the second most popular. To get job training was third and to get help in finding a job was fourth. With nine categories, five of them accounted for less than ten percent of the main reasons students entered the program. Thus the EBCE program based on student interests would provide information about different careers, counseling for post secondary plans, provide information about job training and getting a job. Table 6 presents data on the primary reasons students entered the EBCE project.

Summation of All Reasons for EBCE Enrollment

The summation of all the reasons given by students for enrolling in EBCE is similar to the primary reasons. To find out about careers is still the main reason for 24.5 percent. Getting job training, receiving counseling help and learning how to find a job were all within the 18 percent category. To have learning activities outside of school received nearly 10 percent. Although all categories were chosen the other four categories were not popular reasons for enrolling in EBCE. Table 7 presents information on all student responses for enrolling in EBCE.

Parental Educational Level

Thirty-seven percent of the fathers of students in the experimental group had a college degree whereas 33 percent of all the students' fathers

Table 6: REASONS FOR CEP ENROLLMENT

REASON \ GROUP	E-1 No. %	E-2 No. %	E-3 No. %	E-4 No. %	C-1 No. %	C-2 No. %	C-3 No. %	C-4 No. %	Exp. Totals	Control Totals	Totals	
To receive counseling about what to do after I finish school	11/ 21.57	7/ 13.21	8/ 14.81	8/ 24.24	16/ 22.22	7/ 11.67	13/ 18.31	8/ 21.62	34/ 17.80	44/ 18.34	78/ 18.10	
To have more indiv. attention in my school program	2/ 3.92	2/ 3.77				4/ 6.67	1/ 1.40	2/ 5.40	4/ 2.10	7/ 2.92	11/ 2.55	
To find out about careers	15/ 29.41	12/ 22.64	17/ 31.48	9/ 27.28	17/ 23.61	12/ 20.00	15/ 21.13	9/ 24.32	53/ 27.75	53/ 22.08	106/ 24.59	
To have learning activities outside of the school	6/ 11.77	7/ 13.21	3/ 5.56	1/ 3.03	7/ 9.72	9/ 15.00	8/ 11.27	2/ 5.41	17/ 8.90	26/ 10.83	43/ 9.98	
To get into a program different from regular school	4/ 7.84	1/ 1.89	3/ 5.56	2/ 6.06	4/ 5.56	2/ 3.33	4/ 5.63	2/ 5.41	10/ 5.23	12/ 5.00	22/ 5.10	
To get help in finding a job	10/ 19.61	11/ 20.75	10/ 18.52	7/ 21.21	11/ 15.28	8/ 13.33	16/ 22.54	5/ 13.51	38/ 19.89	40/ 16.67	78/ 18.09	
To make new friends		1/ 1.89		1/ 3.03			1/ 1.41	2/ 5.41	2/ 1.05	3/ 1.25	4/ .93	
To get job training	2/ 3.92	12/ 22.64	13/ 24.07	5/ 15.15	15/ 20.83	16/ 26.67	13/ 18.31	5/ 13.51	32/ 16.75	49/ 20.42	81/ 18.79	
Other	1/ 1.96				2/ 2.78	2/ 3.33		2/ 5.41	1/ .52	6/ 2.50	7/ 1.62	
Total	51/100.00	53/100.00	54/100.00	33/100.00	72/100.00	60/100.00	71/100.00	37/100.00	191/100.00	240/100.00	431/100.00	

Table 7: PRIMARY REASONS FOR CEP ENROLLMENT

REASON \ GROUP	E-1	E-2	E-3	E-4	C-1	C-2	C-3	C-4	Exp. Totals	Control Totals	Totals
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
To receive counseling about what to do after I finish school	5/ 29.41	4/ 22.22	2/ 11.11	6/ 54.55	10/ 41.66	4/ 20.00	6/ 25.00	3/ 23.08	17/ 26.56	23/ 28.40	40/ 27.59
To have more individual attention in my school program		1/ 5.56						1/ 7.69	1/ 1.56	1/ 1.23	2/ 1.38
To find out about careers	8/ 47.06	4/ 22.22	9/ 50.00	3/ 27.27	9/ 37.50	5/ 25.00	7/ 29.17	4/ 30.77	24/ 37.50	25/ 30.86	49/ 33.79
To have learning activities outside of the school		2/ 11.11	1/ 5.56					1/ 7.69	3/ 4.69	1/ 1.23	4/ 2.76
To get into a program different from regular school	1/ 5.88								1/ 1.56		1/ .69
To get help in finding a job	3/ 17.65		2/ 11.11	1/ 9.09	1/ 4.17		6/ 25.00	3/ 23.08	6/ 9.38	10/ 12.35	16/ 11.03
To make new friends											
To get job training		7/ 38.89	4/ 22.22	1/ 9.09	3/ 12.50	10/ 50.00	5/ 20.83		12/ 18.75	18/ 22.22	30/ 20.69
Other					1/ 4.17	1/ 5.00		1/ 7.69		3/ 3.71	3/ 2.07
Total	17/100.00	18/100.00	18/100.00	11/100.00	24/100.00	20/100.00	24/100.00	13/100.00	64/100.00	81/100.00	145/100.00

had a college degree. Thirty-four percent of all fathers had a college degree or higher. Only 13 percent of the fathers of all the students did not have a high school diploma. All fathers had at least a junior high education. Nearly 60 percent of all the fathers had some post secondary training. Fifty-three percent of the fathers of experimental students at Bonneville High had some college training; 67 percent of the fathers at Roy High had some college training including 11 percent in graduate school; 67 percent of the fathers at Weber High had some college training with nearly 28 percent attending graduate school. At Morgan High 45 percent of the fathers had some post secondary training but only 9 percent had a college degree or higher. Table 8 presents information on the educational levels of the fathers.

Fourteen percent of the mothers of all the students had a college degree, and 40 percent had a high school degree. Only 9 percent of the mothers did not have a high school degree compared to 13 percent of the fathers. Eighteen percent of the mothers had a college degree or higher compared to 34 percent of the fathers, and 3.4 percent of the mothers had a graduate degree compared to 10.5 percent of the fathers. Forty percent of mothers of experimental students at Bonneville High had some college training, 61 percent at Weber High, and 64 percent at Morgan High. Table 9 presents information on the educational level of mothers.

Table 8: FATHER'S EDUCATION LEVEL

GROUP / EDUCATION LEVEL	E-1	E-2	E-3	E-4	C-1	C-2	C-3	C-4	Exp. Totals	Control Totals	Totals
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
Elementary School											
Junior High School	1/ 5.88						1/ 4.35	1/ 7.69	1/ 1.56	2/ 2.50	3/ 2.08
Some High School Training	1/ 5.88	1/ 5.56	5/ 27.78	1/ 9.09	1/ 4.17	4/ 20.00	3/ 13.04		8/ 12.50	8/ 10.00	16/ 11.12
High School Diploma	6/ 35.30	4/ 22.22	1/ 5.56	5/ 45.46	8/ 33.33	5/ 25.00	4/ 17.39	4/ 30.77	16/ 25.00	21/ 26.25	37/ 25.69
Some College Training	3/ 17.65	3/ 16.66	4/ 22.22	4/ 36.36	8/ 33.33	7/ 35.00	3/ 13.04	4/ 30.77	14/ 21.87	22/ 27.50	36/ 25.00
College Degree	6/ 35.29	7/ 38.89	3/ 16.66		3/ 12.50	2/ 10.00	6/ 26.09	3/ 23.08	16/ 25.00	14/ 17.50	30/ 20.84
Some Graduate School Training			1/ 5.56		1/ 4.17	1/ 5.00	2/ 8.70		1/ 1.56	4/ 5.00	5/ 3.47
Graduate School Degree		2/ 11.11	4/ 22.22	1/ 9.09	3/ 12.50	1/ 5.00	3/ 13.04	1/ 7.69	7/ 10.94	8/ 10.00	15/ 10.42
Other		1/ 5.56					1/ 4.35		1/ 1.56	1/ 1.25	2/ 1.39
Total	17/100.00	18/100.00	18/100.00	11/100.00	24/100.00	20/100.00	23/100.00	13/100.00	64/100.00	80/100.00	144/100.00

Table 9: MOTHER'S EDUCATION LEVEL

GROUP / EDUCATION LEVEL	E-1 No. %	E-2 No. %	E-3 No. %	E-4 No. %	C-1 No. %	C-2 No. %	C-3 No. %	C-4 No. %	Exp. Totals No. %	Control Totals No. %	Totals No. %	
Elementary School												
Junior High School		1/ 5.56							1/ 1.56		1/ .69	
Some High School Training	2/ 11.76		2/ 11.11	1/ 9.09	1/ 4.17	1/ 5.00	3/ 13.04	2/ 16.67	5/ 7.81	7/ 8.86	12/ 8.39	
High School Diploma	8/ 47.06	6/ 33.33	5/ 27.78	3/ 27.27	16/ 66.66	8/ 40.00	8/ 34.78	4/ 33.33	22/ 34.37	36/ 45.57	58/ 40.56	
Some College Training	6/ 35.30	5/ 27.78	7/ 38.89	5/ 45.46	3/ 12.50	6/ 30.00	4/ 17.39	5/ 41.67	23/ 35.94	18/ 22.78	41/ 28.67	
College Degree	1/ 5.88	6/ 33.33	2/ 11.11	1/ 9.09	2/ 8.33	4/ 20.00	4/ 17.39		10/ 15.63	10/ 12.66	20/ 13.99	
Some Graduate School Training					1/ 4.17		1/ 4.35			2/ 2.53	2/ 1.39	
Graduate School Degree			2/ 11.11	1/ 9.09			2/ 8.70		3/ 4.69	2/ 2.53	5/ 3.49	
Other					1/ 4.17	1/ 5.00	1/ 4.35	1/ 8.33		4/ 5.06	4/ 2.79	
Total	17/100.00	18/100.00	18/100.00	11/100.00	24/100.00	20/100.00	23/100.00	12/100.00	64/100.00	79/100.00	143/100.00	

Parental Occupations

The "skilled manual employees" category and the "business managers, proprietors of medium size businesses, and lesser professionals" category accounted for nearly half of all the occupations of the fathers of students involved with EBCE. Twenty-six percent of the fathers of experimental students were "skilled manual employees" and nearly 30 percent were "business managers, proprietors of medium size businesses, and lesser professionals." Less than 2 percent of the fathers were "unskilled employees." All fathers were employed. Only 7 percent of the fathers were "higher executives, proprietors of larger concerns, or major professionals" with less than 5 percent of the fathers of students in the experimental group in this category with students at Roy High and Morgan High reporting no fathers in this category. Table 10 presents information on parental occupations.

The highest occupational category of mothers of EBCE students was "homemaker" with 30 percent, although only 30 percent of the mothers of students in the experimental group were in the "homemaker" category which meant that 70 percent of their mothers worked. "Clerical and sales workers, technicians and owners of little businesses" was the second highest category with 25 percent of the mothers of both groups involved in this type of work. Only 3 percent of mothers of experimental students were "high executives, proprietors of larger concerns or professionals"

Table 10: PATERNAL OCCUPATION

OCCUPATION \ GROUP	E-1 No.	%	E-2 No.	%	E-3 No.	%	E-4 No.	%	C-1 No.	%	C-2 No.	%	C-3 No.	%	C-4 No.	%	Exp. Totals No.	%	Control Totals No.	%	Totals
Higher Executives, Proprietors of Larger Concerns, and Major Professionals	2/	16.67			1/	5.27			3/	12.50	1/	5.00	3/	12.50			3/	4.92	7/	8.64	10/ 7.04
Business Managers, Proprietors of Medium Size Businesses, and Lesser Professionals	2/	16.67	7/	36.84	5/	26.32	4/	36.37	4/	16.67	4/	20.00	4/	16.67	4/	30.77	18/	29.51	16/	19.75	34/ 23.94
Administrative Personnel, Small Independent Business Owners and Minor Professionals	2/	16.67	3/	15.79	4/	21.05	1/	9.09	3/	12.50	2/	10.00	3/	12.50	3/	23.08	10/	16.39	11/	13.58	21/ 14.79
Clerical and Sales Workers Technicians, and Owners of Little Businesses	1/	8.33	1/	5.26	1/	5.26	1/	9.09	5/	20.83	1/	5.00	3/	12.50			4/	6.55	9/	11.11	13/ 9.15
Skilled Manual Employees	5/	41.66	5/	26.32	4/	21.05	2/	18.18	5/	20.83	6/	30.00	5/	20.83	3/	23.08	16/	26.23	19/	23.46	35/ 24.65
Machine Operators and Semi-Skilled Employees			2/	10.53	3/	15.79	1/	9.09	1/	4.17	3/	15.00	4/	16.67	2/	15.38	6/	9.84	10/	12.34	16/ 11.27
Unskilled Employees			1/	5.26									1/	4.16			1/	1.64	1/	1.24	2/ 1.41
Unemployed																					
Homemaker																					
Unknown																					
Other					1/	5.26	2/	18.18	3/	12.50	3/	15.00	1/	4.17	1/	7.69	3/	4.92	8/	9.88	11/ 7.75
Total	12/100.00		19/100.00		19/100.00		11/100.00		24/100.00		20/100.00		24/100.00		13/100.00		61/100.00		81/100.00		142/100.00

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with this figure dropping to a little over one percent of the total group. Three percent of the mothers of experimental students were unemployed. Table 11 presents information on maternal occupations.

More fathers of the students involved with EBCE were employed in the "skilled manual employees" category, "business managers, proprietors of medium size businesses, and lesser professional" category, "administrative personnel, small independent business owners and minor professionals" category, and "machine operators and semi-skilled employees" category. These four categories accounted for almost 75 percent of parental occupations.

Mothers of the students involved with EBCE were employed in the "homemaker category, "clerical and sales workers, technicians, and owners of little businesses" category, and "business managers, proprietors of medium size businesses and lesser professionals" accounting for nearly 74 percent of maternal occupations.

Immediate Occupational Plans

Seventy-one percent of the students involved with EBCE expected to find immediate employment in the "clerical and sales workers, technicians, and owners of little businesses" category, "skilled manual employees" category, "business managers, proprietors of medium size businesses, and lesser professional" category and "administrative personnel, small

Table 11: MATERNAL OCCUPATION

GROUP / OCCUPATION	E-1		E-2		E-3		E-4		C-1		C-2		C-3		C-4		Exp. Totals		Control Totals		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High Executives, Proprietors of Larger Concerns, and Major Professionals	1/	6.67			1/	5.55											2/	3.17			2/	1.39
Business Managers, Proprietors of Medium Size Businesses, and Lesser Professionals			3/	15.79	5/	27.78	1/	9.09	3/	12.50	1/	5.00	1/	4.17			9/	14.28	5/	6.17	14/	9.72
Administrative Personnel, Small Independent Business Owners and Minor Professionals	2/	13.33	1/	5.26			1/	9.09	2/	8.33	3/	15.00	1/	4.17	1/	7.69	4/	6.35	7/	8.64	11/	7.64
Clerical and Sales Workers Technicians, and Owners of Little Businesses	5/	33.33	4/	21.05	4/	22.22	3/	27.28	5/	20.83	6/	30.00	8/	33.33	2/	15.39	16/	25.40	21/	25.93	37/	25.70
Skilled Manual Employees			2/	10.53	1/	5.56	1/	9.09					1/	4.17			4/	6.35	1/	1.24	5/	3.47
Machine Operators and Semi-Skilled Employees							1/	9.09					1/	4.17			1/	1.59	1/	1.23	2/	1.39
Unskilled Employees	2/	13.33	2/	10.53	1/	5.56			1/	4.17	2/	10.00	2/	8.33	1/	7.69	5/	7.94	6/	7.41	11/	7.64
Unemployed			1/	5.26			1/	9.09									2/	3.17			2/	1.39
Homemaker	4/	26.67	6/	31.58	6/	33.33	3/	27.27	10/	41.67	8/	40.00	10/	41.66	8/	61.54	19/	30.16	36/	44.44	55/	38.19
Unknown																						
Other	1/	6.67							3/	12.50					1/	7.69	1/	1.59	4/	4.94	5/	3.47
Total	15/100.00		19/100.00		18/100.00		11/100.00		24/100.00		20/100.00		24/100.00		13/100.00		63/100.00		81/100.00		144/100.00	

independent business owners and minor professionals" category. Table 12 presents information on students expectations for immediate occupational plans.

Long Range (5-year) Occupational Plans

The "business managers, proprietors of medium size businesses and lesser professionals" category and the "high executive proprietors of larger concerns and major professionals" category accounted for nearly 43 percent of student hopes for long-range occupational plans, with the "skilled manual employees" category and the "clerical and sales workers, technicians, and owners of little businesses" accounting for 31 percent of student long-range occupational plans. These four categories account for nearly 75 percent of all student long-range plans. Almost 7 percent of the students planned to be homemakers. None of the students felt they would be unemployed. None of the students planned to be "unskilled employees" and only 4 percent planned to be "machine operators or semi-skilled" employees. No students did not know what they wanted to do in the future. Table 13 presents information for student projection of their long range (5-year) occupational plans.

Table 12: IMMEDIATE OCCUPATIONAL PLANS

PLANS \ GROUP	E-1		E-2		E-3		E-4		C-1		C-2		C-3		C-4		Exp. Totals		Control Totals		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High Executives, Proprietors of Larger Concerns, and Major Professionals	2/	13.33	1/	5.26	2/	11.77			3/	12.50	3/	15.00	1/	4.17	1/	7.69	5/	8.06	8/	9.88	13/	9.09
Business Managers, Proprietors of Medium Size Businesses, and Lesser Professionals	2/	13.33	5/	26.32	1/	5.88	2/	18.18	2/	8.33	6/	30.00	3/	12.50	1/	7.69	10/	16.13	12/	14.82	22/	15.39
Administrative Personnel, Small Independent Business Owners and Minor Professionals	4/	26.67					2/	18.18	7/	29.17	3/	15.00	2/	8.33			6/	9.68	12/	14.81	18/	12.59
Clerical and Sales Workers Technicians, and Owners of Little Businesses	5/	33.34	3/	15.79	6/	35.29	3/	27.28	8/	33.33	2/	10.00	5/	20.84	5/	38.46	17/	27.42	20/	24.69	37/	25.88
Skilled Manual Employees	2/	13.33	3/	15.79	2/	11.76	3/	27.27	3/	12.50	5/	25.00	4/	16.67	3/	23.08	10/	16.13	15/	18.52	25/	17.48
Machine Operators and Semi-Skilled Employees			1/	5.26	5/	29.41			1/	4.17			2/	8.33			6/	9.68	3/	3.70	9/	6.29
Unskilled Employees			2/	10.53	1/	5.88							5/	20.83			3/	4.84	5/	6.17	8/	5.59
Unemployed			1/	5.26													1/	1.61			1/	.70
Homemaker			1/	5.26													1/	1.61			1/	.70
Unknown																						
Other			2/	10.53			1/	9.09			1/	5.00	2/	8.33	3/	23.08	3/	4.84	6/	7.41	9/	6.29
Total	15/	100.00	19/	100.00	17/	100.00	11/	100.00	24/	100.00	20/	100.00	24/	100.00	13/	100.00	62/	100.00	81/	100.00	143/	100.00

Table 13: LONG RANGE (5-year) OCCUPATIONAL PLANS

GROUP / PLANS	E-1		E-2		E-3		E-4		C-1		C-2		C-3		C-4		Exp. Totals		Control Totals		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High Executives, Proprietors of larger Concerns, and Major Professionals	3/	20.00	4/	21.05	3/	17.65	3/	27.27	7/	29.17	5/	25.00	1/	4.17	2/	15.39	13/	20.96	15/	18.52	28/	19.58
Business Managers, Proprietors of Medium Size Businesses, and Lesser Professionals	3/	20.00	7/	36.84	3/	17.65	2/	18.18	3/	12.50	7/	35.00	5/	20.83	3/	23.08	15/	24.19	18/	22.22	33/	23.08
Administrative Personnel, Small Independent Business Owners and Minor Professionals	1/	6.67					1/	9.09	6/	25.00	3/	15.00	3/	12.50	1/	7.69	2/	3.23	13/	16.05	15/	10.49
Clerical and Sales Workers Technicians, and Owners of Little Businesses	5/	33.33	2/	10.53	3/	17.65			5/	20.83			5/	20.83	2/	15.38	10/	16.13	12/	14.82	22/	15.38
Skilled Manual Employees	2/	13.33	3/	15.79	6/	35.29			2/	8.33	2/	10.00	7/	29.17	1/	7.69	11/	17.74	12/	14.81	23/	16.08
Machine Operators and Semi-Skilled Employees					1/	5.88	1/	9.09	1/	4.17	1/	5.00	2/	8.33			2/	3.23	4/	4.94	6/	4.20
Unskilled Employees																						
Unemployed																						
Homemaker	1/	6.67	1/	5.26			4/	36.37			1/	5.00			3/	23.08	6/	9.68	4/	4.94	10/	6.99
Unknown																						
Other			2/	10.53	1/	5.88					1/	5.00	1/	4.17	1/	7.69	3/	4.84	3/	3.70	6/	4.20
Total	15/100.00		19/100.00		17/100.00		11/100.00		24/100.00		20/100.00		24/100.00		13/100.00		62/100.00		81/100.00		143.100.00	

Summary of Group Characteristics

Students in both the experimental groups and control groups were quite similar in all the categories in which data were collected. A total of 64 experimental students and 81 control students were included in the above analysis, although not all students correctly completed all sections so the total number of responses vary slightly from section to section.

The average age of students in the project was 15½. Over 80 percent of the students had a grade point average of 2.5 or better. Eighty percent of students from Weber County School District and 61 percent of students from Morgan County School District were almost never absent during their previous year of school.

Attending a four-year college or university was the most popular choice of students for their primary post secondary plans although the majority of the students chose other options.

The main reasons for enrolling in EBCE were to find out about careers, receive counseling help, get job training, and learn how to get a job.

One third, or 34 percent of all the fathers of the students had a college degree whereas only 18 percent of the mothers had a college degree. Only 9 percent of the mothers did not have a high school degree compared to 13 percent of the fathers without a high school degree.

Most fathers occupations fit into either the "skilled manual employees" category, the "business managers, proprietors of medium size businesses, and lesser professionals" category, the "administrative personnel, small independent business owners and minor professionals"

category, or the "machine operator and semi-skilled employees" category, whereas the occupations of most mothers were in either the "homemaker" category or the "clerical and sales workers, technicians, and owners of little businesses."

The long range plans of students indicated that students were most interested in obtaining occupations in the "business managers, proprietor of medium size businesses and lesser professionals" category and the "high executives, proprietors of larger concerns and major professionals" category.

INSTRUMENTS

The Weber County and Morgan County School Districts EBCE project identified three general areas in which student outcomes were of interest to the program and the funding agency. Those areas were (1) Career Skills, (2) Life Skills, and (3) Basic Academic Skills. Additionally, the program had need of basic demographic information for students who participated in the Career Education Program or served as control group counterparts. Instruments selected or constructed to address each area are discussed below.

Student Demographic Data

A Student Demographic Data Questionnaire (SDQ) was used to gather information concerning the demographic characteristics of students. The SDQ collects information such as student name, address, telephone number, birth data, sex, grade level, and ethnic group membership. The SDQ solicits grade average, attendance rate, plans after completing secondary school program, and reason for applying to the Career Education Program. The SDQ also requests parental occupations and levels of education as well as the short-term and long-term occupational plans of students.

Career Skills

Two subtests of the Career Maturity Inventory (CMI) Competence Test were selected to assess career skills development; they were the Occupational Information and Planning subtests. They were selected since they attempt to measure knowledge of career and occupational facts and sequences and are relatively free of biases which are contradictory to goals of the program.

Another test was the Career Attitude Scale (CAS), which is a 22 item Likert-like scale.

The Self Directed Search (SDS) is a self-assessment of skills; abilities, and interests. Students indicate likes and dislikes, activities in which they are competent, and activities in which they are interested. They also assess relative ability in several areas and indicate the sequence of occupations they have considered. Individual sections of the SDS are usually labelled to reflect categories on which the instrument is based and self-scored.

The occupations considered and the overall scores are collapsed into six categories which are then ranked: Realistic, Intellectual or Investigative, Social, Enterprising, Artistic, and Conventional. The instrument is based on the premise that individuals seek environments and vocations which are consonant with self-assessment and avoid those which are dissonant.

This instrument was used to counsel students in EBCE rather than for evaluative purposes.

Life Skills

Instruments to assess student attitudes toward life skills development were the Assessment of Student Attitudes Toward Learning Environment and the Berger Acceptance of Self Scale.

The Assessment of Student Attitudes Toward Learning Environments (ASA) is a 26 item Likert-scale instrument.

The Berger Acceptance of Self Scale (BASS) 19-item Likert instrument developed to assess student attitude toward self.

Basic Academic Skills

The Comprehensive Tests of Basic Skills (CTBS) were selected to assess basic academic skill proficiency. The CTBS is a standardized instrument with four levels having two alternate forms each. Level 4 of the CTBS is appropriate for use with secondary students and was utilized in this study. Specific subtests of the CTBS used were Reading Vocabulary, Reading Comprehension, Arithmetic Concepts, and Arithmetic Applications.

RESULTS

Students from all four high schools in the project applied for admission into the EBCE program. All applications were included in a random sample selection process. Each application was numbered with all applications from each high school and then chosen by use of a table of random numbers. Those applicants chosen first became the experimental groups and those chosen second became the control groups.

In early January, 1977, pretests were given to all students in the experimental groups and control groups. Post tests were given to the experimental groups and the control groups in May, 1977. The tests were sent to Research for Better Schools (RBS) where they were machine scored and processed.

The hypotheses being tested included three areas of concern: career skills, life skills, and basic skills. The results of the testing are reported below.

Career Skills

Hypothesis 1. Experimental students will acquire increased mastery in career knowledge.

Hypothesis 2. Experimental students will acquire significantly greater mastery in career knowledge than control students in a traditional high school.

The CMI occupational subtest "Knowing About Jobs", and planning subtest "Looking Ahead" were used to determine the validity of this hypothesis. An analysis of variance was used to determine the significance of the data collected and reported in Table 14. The level significance was 0.05.

Table 14

(CMI) KNOWING ABOUT JOBS

Site	n	Pretest F	Pretest PR F	Program F	Program PR F	Pretest & Program F	Pretest & Program PR F
Bonneville	41	31.21	0.0001*	2.65	0.1119	1.48	0.2320
Roy	36	18.70	0.0001*	0.70	0.4092	0.09	0.7631
Weber	27	10.94	0.0031*	4.06	0.0558	1.15	0.2949
Morgan	17	3.21	0.0967	1.51	0.2405	0.30	0.5939
All Schools	121	58.97	0.0001*	5.58	0.0198*	3.84	0.0523

*Significant level of performance

The pretest was significant in all schools except Morgan High where the n=17 was evidently too small for an accurate measurement. There was no significant change in the students involved in the program in individual schools although the overall program did show a significant change in student knowledge relating to jobs in the overall program.

When combining the influence of the pretest and the program, there was no significant difference for any high school or the entire project. We can conclude, therefore, that the test was valid and that the EBCE program did have an influence upon increasing the career knowledge of students in the entire program by a significant level in knowing about jobs.

The data of the second CMI subtest, "Looking Ahead", are presented in Table 15. The significant level was 0.05.

Table 15

(CMI) LOOKING AHEAD

Site		Pretest		Program		Pretest & Program	
	n	F	PR F	F	PR F	F	PR F
Bonneville	41	6.00	0.0192*	0.40	0.5288	0.14	0.7147
Roy	36	9.74	0.0038*	0.46	0.5036	2.43	0.1285
Weber	27	15.83	0.0006*	0.05	0.8334	3.14	0.0897
Morgan	17	2.95	0.1094	1.84	0.1978	0.48	0.5017
All Schools	121	29.66	0.0001*	1.15	0.2858	0.65	0.4226

*Significant level of performance

The test was significant in all the schools except Morgan where n was too small for the tests to measure the level of significance.

There was no significant change in the program regarding students attitude in looking ahead for occupational planning, nor was there any significant change in the combined testing and program performance.

Since the program emphasized career exploration and orientation rather than determination and specialization of a career, and since this is a one semester program where students concentrate on exploration, the results of the two above tables are not surprising. The students were learning about jobs which was an immediate learning experience that could be recorded. The impact of the exploration will take more time for most students to assimulate and thus will not appear as readily on a one semester pretest and post test sequence. The EBCE did, however, help increase the overall career knowledge of the students as stipulated in hypotheses one and two.

Hypothesis 3. Experimental students will acquire increased career maturity.

Data were collected by using the Career Attitude Scale (CAS) developed by RBS. This test was given only to the experimental groups in pretest and post test sequence. Although the original evaluation design also called for use of the Self Directed Search Interest Inventory (SDS) the third party evaluators were advised by RBS that this instrument did not prove to be a valid or sensitive instrument to determine significant levels of change in students over a short period of time. This test (SDS), therefore, was used only for student counseling purposes, not for evaluative purposes.

Data obtained from CAS in t-test analysis is reported below with 0.05 as the level of significance.

Table 16

(CAS) CAREER ATTITUDES

Site	n	Mean Pre	Post	Mean Diff.	"t"	2-tail prob
Bonneville	18	371.9443	385.3333	-13.3889	-1.15	0.267
Roy	16	380.9375	406.3750	-25.4375	-2.22	0.043*
Weber	16	369.8750	407.1250	-37.2500	-3.07	0.008*
Morgan	7	366.0000	395.4285	-29.4285	-2.62	0.040*
All Schools	57	373.1577	398.5964	-25.4385	-4.17	0.000

*Significant level of performance

There was a significant increase in student attitudes and career maturity in the overall program. Every school except Bonneville High School showed a significant gain in acquiring greater career maturity. The data report that hypothesis 3 was achieved through the EBCE program.

Hypothesis 4. Experimental students will acquire significantly greater career maturity than control students in a traditional high school.

Since the CAS was given only as a post test to students in experimental groups, data were not collected regarding this hypothesis. Problems in having control groups sit through all the hours involved in taking CMI, CTBS, and SAS tests plus the single semester aspect of the project, and data reported by RBS in their project, were the reasons for modifying this part of the evaluation.

Life Skills

Hypothesis 5. Experimental students will acquire increased positive attitudes toward learning environments.

Students in the experimental groups took the Assessment of Student Attitude Scale (ASA) in a pretest and post test sequence. The data were analyzed with the t-test procedure and reported in Table 17.

Table 17

(ASA) LEARNING ATTITUDES

Site	n	Mean Pre	Mean Post	Mean Diff.	"t"	2-tail prob
Bonneville	18	384.7776	365.8887	18.8889	1.69	0.110
Roy	15	401.6665	392.1333	9.5332	1.17	0.260
Weber	16	371.0000	360.0625	10.9375	1.14	0.273
Morgan	7	395.0000	399.5713	-4.5713	-0.41	0.695
All Schools	56	386.6428	375.4641	11.1787	2.16	0.035*

*Significant level of performance

There was a significant degree of change in student attitudes toward learning environments for the entire program but not for individual schools. This is probably due to the smallness of the number involved in each school. The fact that the mean of the post test dropped in all the Weber County School Districts does not necessarily mean that students did not increase in a positive attitude toward learning environments but could reflect (1) an increasing awareness that learning can occur in many environments other than the traditional high school, and (2) that the students are taking a more realistic view of the learning environments around them.

Hypothesis 6. Experimental students will develop significantly more positive attitudes toward learning environments than control students in a traditional high school. See the explanation following Hypothesis 4 for the change in this part of the evaluation.

Hypothesis 7. Experimental students will acquire increased positive attitudes toward self.

The instrument testing hypothesis 7 was the Berger Acceptance of Self Scale (BASS). RBS informed the third party evaluators that they were unable to assure the validity of this instrument for a period as short as one semester in reporting any significant difference in student self-concept. The data in Table 1 reaffirm this report. The level of significance is 0.05.

Table 18

(BASS) SELF-CONCEPT

Site	n	Mean Pre	Mean Post	Mean Diff.	"t"	2-tail prob.
Bonneville	18	394.7776	383.4443	11.3333	1.25	0.228
Roy	16	380.7500	376.2500	4.5000	0.43	0.675
Weber	16	352.3750	374.7500	-21.8750	-1.84	0.086
Morgan	7	391.0000	389.4285	1.5715	0.12	0.907
All Schools	57	378.6140	379.7192	-1.1052	-0.19	0.846

*

The data reported no significant level of change in the self-concept of the students involved in EBCE. As indicated above, the instrument does not have the sensitivity to collect what changes may occur during a one semester period of time. Also, in checking the average GPA of most students in the project a large number of students had high GPA's which would probably indicate an overall positive self concept of the students, with the EBCE project reinforcing their self-concept rather than increasing it.

Hypothesis 8. Experimental students will develop significantly more positive attitudes toward self than control students in a traditional high school.

Since we were unable to identify any significant change in the experimental groups due to the instrument the same problem would exist for the control groups. Also see other problems explained after hypothesis 4 above.

Basic Skills

Hypothesis 9. Experimental students will acquire increased mastery in basic academic skills.

Hypothesis 10. Experimental students will acquire significantly greater mastery in basic academic skills than control students in a traditional high school. The experimental groups and the control groups were tested in five subtests of the Comprehensive Tests of Basic Skills (CTBS). Two subtests tested for reading skills and three subtests tested for arithmetic skills. All students took tests as a pretest in January, 1977 and as a post test in May, 1977. The data collected from these tests are listed in the following tables.

Table 19

(CTBS) READING VOCABULARY

Site		Pretest		Program		Pretest & Program	
	n	F	PR F	F	PR F	F	PR F
Bonneville	41	184.11	0.0001*	0.89	0.3514	2.43	0.1279
Roy	39	145.24	0.0001*	2.99	0.0923	0.26	0.6123
Weber	26	40.50	0.0001*	3.26	0.0846	0.04	0.8501
Morgan	18	12.56	0.0032*	0.15	0.7067	0.00	0.9841
All Schools	130	20.08	0.0001*	0.13	0.7131	1.14	0.2882

*Significant level of performance

The pretest was valid and significant but the program and the interaction of the EDCE program and the testing program showed no significant change in the reading vocabulary of the students.

Table 20

(CTBS) READING COMPREHENSION

Site		Pretest		Program		Pretest & Program	
	n	F	PR F	F	PR F	F	PR F
Bonneville	40	45.97	0.0001*	0.33	0.5667	1.36	0.2518
Roy	39	108.87	0.0001*	0.01	0.9406	4.54	0.0402*
Weber	26	37.20	0.0001*	0.12	0.7331	0.07	0.8008
Morgan	18	27.76	0.0001*	1.03	0.3284	0.40	0.5393
All Schools	129	23.07	0.0001*	0.40	0.5263	0.49	0.4864

*Significant level of performance

The program showed no significant difference with any of the schools although the interaction of the EBCE program and testing program did show a significant level of change for one high school.

Table 21

(CTBS) READING TOTAL

Site		Pretest		Program		Pretest & Program	
	n	F	PR F	F	PR F	F	PR F
Bonneville	41	107.21	0.0001*	1.81	0.1870	0.38	0.5404
Roy	39	209.55	0.0001*	1.25	0.2719	7.32	0.0105*
Weber	27	14.02	0.0001*	0.24	0.6300	0.14	0.7076
Morgan	18	24.66	0.0001*	0.06	0.8147	0.02	0.8938
All Schools	130	25.33	0.0001*	0.01	0.9144	0.47	0.4951

*significant level of performance

Overall the EBCE one-semester program did not produce a significant difference in reading skills for students in the program. Also, in only one school did the interaction of the testing program and EBCE program cause any significant change in student test scores. The data does not indicate whether this change was a positive or negative change.

The following tables report the data collected on arithmetic skills.

Table 22

(CTBS) ARITHMETIC COMPUTATION

Site		Pretest		Program		Pretest & Program	
	n	F	PR F	F	PR F	F	PR F
Bonneville	40	26.10	0.0001*	1.09	0.3039	0.36	0.5502
Roy	37	129.64	0.0001*	1.06	0.3111	0.10	0.7497
Weber	27	7.06	0.0001*	0.20	0.6580	0.50	0.4878
Morgan	18	3.26	0.0001*	1.79	0.2021	0.00	0.9933
All Schools	129	1.72	0.0001*	0.10	0.7578	3.15	0.0782

*Significant level of performance

The program had no significant effect upon the arithmetic computation skills of students in the program. No increased mastery or decreased use in acquired skills resulted from the EBCE program.

Table 23

(CTBS) ARITHMETIC CONCEPTS

Site		Pretest		Program		Pretest & Program	
	n	F	PR F	F	PR F	F	PR F
Bonneville	39	70.32	0.0001*	0.59	0.4485	1.27	0.2683
Roy	37	65.56	0.0001*	0.96	0.3351	0.06	0.8082
Weber	27	25.65	0.0001*	0.22	0.6455	0.26	0.6179
Morgan	18	7.09	0.0185*	0.25	0.6224	3.58	0.0792
All Schools	130	3.63	0.0590	0.34	0.5609	2.01	0.1585

*Significant level of performance

The program had no significant effect upon the arithmetic concept skills of students. No increased mastery or decreased use in acquired skills resulted.

Table 24

(CTBS) ARITHMETIC APPLIED

Site		Pretest		Program		Pretest & Program	
	n	F	PR F	F	PR F	F	PR F
Bonneville	40	51.46	0.0001*	0.01	0.9142	0.05	0.8293
Roy	37	31.45	0.0001*	0.59	0.4491	0.00	1.0000
Weber	28	8.89	0.0067*	0.20	0.6576	2.26	0.1467
Morgan	18	2.87	0.1126	1.99	0.1799	0.01	0.9446
All Schools	130	3.20	0.0760	1.36	0.2459	3.45	0.0654

*Significant level of performance

The program had no significant effect upon the arithmetic applied skills of the students. No increased mastery or decreased use in acquired skills resulted.

Table 25

(CTBS) TOTAL ARITHMETIC

Site	n	Pretest F	Pretest PR F	Program F	Program PR F	Pretest & Program F	Pretest & Program PR F
Bonneville	42	3.92	0.0550	0.98	0.3290	0.64	0.4282
Roy	39	0.79	0.3798	3.61	0.0658	4.28	0.0460*
Weber	31	0.01	0.9214	0.44	0.5139	0.60	0.4447
Morgan	18	8.70	0.0106*	1.26	0.2801	0.00	0.9781
All Schools	130	3.15	0.0782	0.43	0.5114	3.77	0.0544

*Significant level of performance

The program had no significant effect upon the total arithmetic skills of the students. No increased mastery or decreased use in acquired skills resulted except at Roy High School where there was a significant change in the total arithmetic skills that resulted from the interaction of the pretest and the program.

The hypotheses for basic skills with projected increased mastery of basic skills were not validated by the data as there was no significant increase at any schools as a direct result of the tests, EBCE program, and the overall school program. Also, the data does not indicate whether this significant change was a positive or negative change. Based upon the above data, we can reject the basic skills hypotheses for this first year of the EBCE project.

TABULAR SUMMARY OF INDIVIDUAL SCHOOLS

Table 26

BONNEVILLE HIGH SCHOOL - SITE 31

Test	n	Program	Tests & Program	Significant Change
1. (CMI) Knowing About Jobs	41	0.4092	0.2320	no/no
2. (CMI) Looking Ahead	41	0.5283	0.7147	no/no
3. (CAS) Career Attitudes	18	0.267	---	no
4. (ASA) Learning Attitudes	18	0.110	---	no
5. (BASS) Self-Concept	18	0.228	---	no
6. (CTBS) Reading Vocabulary	41	0.3514	0.1279	no/no
7. (CTBS) Reading Comprehension	40	0.5667	0.2518	no/no
8. (CTBS) Total Reading	41	0.1870	0.5404	no/no
9. (CTBS) Arithmetic Computation	40	0.3039	0.5502	no/no
10. (CTBS) Arithmetic Concepts	39	0.4485	0.2683	no/no
11. (CTBS) Arithmetic Applied	40	0.9142	0.8293	no/no
12. (CTBS) Total Arithmetic	42	0.3290	0.4284	no/no

Table 27

ROY HIGH SCHOOL - SITE 32

	Test	n	Program	Tests & Program	Significant Change
1. (CMI)	Knowing About Jobs	36	0.4092	0.7631	no/no
2. (CMI)	Looking Ahead	36	0.5036	0.1285	no/no
3. (CAS)	Career Attitudes	16	0.043	---	yes
4. (ASA)	Learning Attitudes	15	0.260	---	no
5. (BASS)	Self-Concept	16	0.675	---	no
6. (CTBS)	Reading Vocabulary	39	0.0923	0.6123	no/no
7. (CTBS)	Reading Comprehension	39	0.9406	0.0402	no/yes
8. (CTBS)	Total Reading	39	0.2719	0.0105	no/yes
9. (CTBS)	Arithmetic Computation	37	0.3111	0.7497	no/no
10. (CTBS)	Arithmetic Concepts	37	0.3351	0.8082	no/no
11. (CTBS)	Arithmetic Applied	37	0.4491	1.0000	no/no
12. (CTBS)	Total Arithmetic	39	0.0658	0.0460	no/yes

Table 28

WEBER HIGH SCHOOL - SITE 33

	Test	n	Program	Tests & Program	Significant Change
1. (CMI)	Knowing About Jobs	27	0.0558	0.2949	no/no
2. (CMI)	Looking Ahead	27	0.8334	0.0897	no/no
3. (CAS)	Career Attitudes	16	0.008	---	yes
4. (ASA)	Learning Attitudes	16	0.273	---	no
5. (BASS)	Self-Concept	16	0.086	---	no
6. (CTBS)	Reading Vocabulary	26	0.0846	0.8501	no/no
7. (CTBS)	Reading Comprehension	26	0.6331	0.8008	no/no
8. (CTBS)	Total Reading	27	0.6300	0.7076	no/no
9. (CTBS)	Arithmetic Computation	27	0.6516	0.4878	no/no
10. (CTBS)	Arithmetic Concepts	27	0.6623	0.6178	no/no
11. (CTBS)	Arithmetic Applied	27	0.6576	0.1467	no/no
12. (CTBS)	Total Arithmetic	31	0.5139	0.4447	no/no

Table 29

MORGAN HIGH SCHOOL - SITE 34

	Test	n	Program	Tests & Program	Significant Change
1. (CMI)	Knowing About Jobs	17	0.2405	0.5939	no/no
2. (CMI)	Looking Ahead	17	0.1978	0.5017	no/no
3. (CAS)	Career Attitudes	7	0.040	---	yes
4. (ASA)	Learning Attitudes	7	0.695	---	no
5. (BASS)	Self-Concept	7	0.907	---	no
6. (CTBS)	Reading Vocabulary	18	0.7067	0.9941	no/no
7. (CTBS)	Reading Comprehension	18	0.3284	0.5393	no/no
8. (CTBS)	Total Reading	18	0.8147	0.3938	no/no
9. (CTBS)	Arithmetic Computation	18	0.2021	0.9933	no/no
10. (CTBS)	Arithmetic Concepts	18	0.6224	0.0792	no/no
11. (CTBS)	Arithmetic Applied	18	0.1799	0.9446	no/no
12. (CTBS)	Total Arithmetic	18	0.2801	0.9781	no/no

Table 30

ALL SCHOOLS

	Test	n	Program	Tests & Program	Significant Change
1. (CMI)	Knowing About Jobs	121	0.0198	0.0523	yes/no
2. (CMI)	Looking Ahead	121	0.2858	0.4226	no/no
3. (CAS)	Career Attitudes	57	0.000	---	yes
4. (ASA)	Learning Attitudes	56	0.035	---	yes
5. (BASS)	Self-Concept	57	0.846	---	no
6. (CTBS)	Reading Vocabulary	130	0.7181	0.2882	no/no
7. (CTBS)	Reading Comprehension	129	0.5263	0.4864	no/no
8. (CTBS)	Total Reading	130	0.9144	0.4951	no/no
9. (CTBS)	Arithmetic Computation	129	0.1925	0.0782	no/no
10. (CTBS)	Arithmetic Concepts	130	0.5609	0.1585	no/no
11. (CTBS)	Arithmetic Applied	130	0.2459	0.0654	no/no
12. (CTBS)	Total Arithmetic	130	0.5114	0.0549	no/no

On an individual high school basis Bonneville High School recorded no significant changes in any of the twelve categories tested. Roy High School reported significant changes in the career attitude category. Roy High School was the only high school to show any significant change in the basic skills categories and these changes were in the interaction between the EBCE program and the testing program. Further inquiry into this phenomenon is recommended. Weber High School and Morgan High School recorded significant change only in career

attitudes. Each individual high school performed differently than all the schools combined. The performance of all the high schools showed significant change in knowing about jobs, career attitudes and learning attitudes.

SUMMARY OF RESULTS

Students in the EBCE project did improve their career skills by acquiring greater career knowledge as a result of the program, but they did not acquire a measurable amount of career maturity in relation to career planning.

In life skills students did change regarding their attitudes toward learning environments where they acquired an expanded vision of the different environments in which learning can take place. They did not record any positive or negative change in self-concept.

In basic skills no increased mastery or decreased use of acquired skills resulted as a consequence of the EBCE program. One high school did show a significant change that resulted from the interaction of the testing program, EBCE and the entire school program.

Overall, students learned more about careers and the world outside the high school, which are important things to learn and important objectives of the EBCE project. Students did not show any significant change in career maturity, self-concept, or increased mastery of basic reading and computing skills. A one semester or a 4-month span of time is a brief period for a 15½-year-old student who has been attending school for over 9 years to make a significant change in such major areas. Also, the testing instruments of some tests, such as self-concept, have not been completely validated as sensitive enough instruments to record significant changes. We can conclude, therefore, that students did make changes in their career knowledge and their attitudes toward learning environments and although they did not show any increased mastery in all

career skills, life skills, and basic skills, neither did they record any decrease.

SECTION II: QUESTIONNAIRE EVALUATION

A. Student Opinions

B. Parent Opinions of the EBCE Program

C. Site Coordinator

D. Teacher Attitude Survey

E. Grade Patterns of EBCE Students

STUDENT OPINIONS

A questionnaire was administered to the students enrolled in the EBCE program during the 1977 Winter Semester. The questionnaire was completed by the students at the four high schools two weeks prior to the end of school. Each student had completed all the required site assignments for the semester and had only one week of counseling classwork remaining. The student opinion questionnaire was written by the evaluators and given to Weber County School District personnel for suggestions and item changes. Suggestions were incorporated into a revised questionnaire. Counselors at each school were advised as to how to use the questionnaires and each item was discussed in order to help them best advise students in completion of all items. The instrument consisted of eleven items and a Critical Incident Report form.

Report of the Data Received

Table 1 reveals the number of students participating in the program and the number of questionnaires returned.

Table 1

EBCE STUDENT PARTICIPATION IN THE PROGRAM

School	No. of EBCE Students	No. of Complete Returns	Percent
Bonneville H.S.	18	18	100%
Roy H.S.	17	17	100%
Weber H.S.	17	17	100%
Morgan H.S. (rural)	7	7	100%
TOTAL	59	59	100%

ITEM 1

Data for this item are found in Table 2. The respondents were asked to indicate the amount of progress they made in their ability to tell what workers do in a variety of work areas. Seventy-three percent indicated that they had developed this ability "quite a bit" to "much." Twenty-three percent indicated that they had progressed "little."

Table 2

PROGRESS IN TELLING WHAT WORKERS DO AT WORK

School	Progress					
	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville H.S.	0	4	8	5	1	18
Roy H.S.	0	2	6	9	0	17
Weber H.S.	1	7	7	2	0	17
Morgan H.S.	0	1	5	1	0	7
TOTAL	1	14	26	17	1	59
Percent	2%	23%	44%	29%	2%	100%

ITEM 2

Students were asked how much progress they had made in developing their ability to explain steps necessary to enter specific jobs, including the training and educational background needed. Thirty-nine percent of the students indicated that they developed their ability "little." Fifty-six percent of the students reported that they had developed "quite a bit" to "much." This information is reported in Table 3.

Table 3

PROGRESS IN ABILITY TO EXPLAIN JOB REQUIREMENTS

School	Progress None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville H.S.	0	8	8	1	1	18
Roy H.S.	0	7	7	3	0	17
Weber H.S.	0	8	4	3	2	17
Morgan H.S.	0	0	5	2	0	7
TOTAL	0	23	24	9	3	59
Percent	0	39%	41%	15%	5%	100%

ITEM 3

Item three on the questionnaire asked, "How much progress have you made in developing your ability to make a wise vocational choice?" Eighty percent of the students reported that they had progressed "quite a bit" to "much." Fifteen percent indicated that they had progressed "little." Table 4 reports this data.

Table 4

PROGRESS IN MAKING WISE VOCATIONAL CHOICES

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville H.S.	0	5	9	3	1	18
Roy H.S.	1	2	6	8	0	17
Weber H.S.	1	1	10	5	0	17
Morgan H.S.	0	1	4	2	0	7
TOTAL	2	9	29	18	1	59
Percent	3%	15%	49%	31%	2%	100%

ITEM 4

This item asked the students to indicate the job site they enjoyed the most and to also indicate the number of times they were able to visit that site as part of the program. The results are found in Table 5. As may be seen from the figures indicated for each site, students were generally able to visit the sites that they found enjoyable more than once. The hospital and print shop were listed as enjoyable by at least one student from each of the four schools. Ten students listed the hospital experience as being the most enjoyable.

Table 5

MOST ENJOYABLE JOB SITES

Site	Schools			
	Bonneville H.S.	Roy H.S.	Weber H.S.	Morgan H.S.
School Teacher Aids	2*(5)	1(3)		
Plumber			1(1)	1(1)
Browning Weapons				2(4)
Hospital	5(39)	1(11)	3(18)	1(4)
Print Shop	1(3)	1(5)	1(4)	2(10)
County Department	1(1)	1(1)		1(1)
IPBH		1(4)	1(4)	1(4)
ZCMI (Waitress)			1(1)	
Thair Blackburn			1(4)	
Utah Skyways			1(10)	
ZCMI (Display)			1(1)	
Police Department	1(2)		1(1)	
Utah Power and Light	2(7)		2(4)	
G.S.L. Heavy Equipment			1(1)	
Airport		3(9)	1(1)	
Wolfes (Advertising and Selling)		1(6)	1(1)	
Jill Williams			1(4)	
Veterinarian	2(7)	2(6)		
Hotel Management	2(7)	1(1)		
City Water Department		1(1)		
Telephone Company		2(2)		
City and County Office		2(11)		
North Ogden		1(5)		
Lawyer	1(1)			
Wildlife Resources	1(4)			

*Numbers in parenthesis indicates total number of visits to that site by the student(s).

ITEM 5

This item asked, "How much knowledge have you gained about how this employer site operates?" Eighty-five percent of the students checked one of the categories "quite a bit" or "much", indicating that they had gained considerable knowledge about their most enjoyable site. This information is found in Table 6.

Table 6

KNOWLEDGE GAINED ABOUT EMPLOYER SITES

School	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville H.S.	0	2	9	5	2	18
Roy H.S.	0	1	8	8	0	17
Weber H.S.	0	4	5	8	0	17
Morgan H.S.	0	0	5	2	0	7
TOTAL	0	7	27	23	2	59
Percent	0	12%	46%	39%	3%	100%

ITEM 6

This item refers to question #6 in the student questionnaire. The question asks, "How much progress have you made in developing your ability to perform very basic skills in occupations active in this area?" A no progress check was made by four percent of the respondents. The categories of "quite a bit" or "much" were checked by 62 percent of the students. The information for this item is found in Table 7.

Table 7

PROGRESS MADE IN PERFORMING BASIC SKILLS
IN SELECTED OCCUPATIONS

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville H.S.	1	7	8	1	1	18
Roy H.S.	0	2	8	5	1	16
Weber H.S.	1	7	3	5	1	17
Morgan H.S.	0	1	5	1	0	7
TOTAL	2	17	24	12	3	58
Percent	4%	29%	41%	21%	5%	100%

ITEM 7

This item listed as #7 on the students questionnaire requested the respondents to list the different skills that they performed while at the job sites. The skills were tabulated with a frequency of performance for all students. This information is reported in Table 8.

Table 8

SKILLS PERFORMED BY STUDENTS

Hostess (1)	Cashier (5)	Airplane
Assembling	Filing (14)	Mechanic (1)
Flowers (2)	Mechanics (3)	Flight Control (1)
Secretarial	Plumbing (3)	Drafting (2)
Receptionist (7)	Printing (3)	Chemist (1)
Taking and	Fire Fighting (3)	Surveyor (1)
Developing Photos (7)	Display	IBM Machine
Computer	Arranging (3)	Operator (2)
Operator (5)	Handling Pets (2)	Drawing (3)
Paste-up (2)	Medical Lab (2)	Cut Metal
Typing (17)	Gift Wrap (1)	Pipes (1)
Mailroom (1)	Dispatcher (1)	Ditto Master
News Caster (2)	Reporter (2)	Machine (1)
Read Meter (2)	Advertising	Carpenter (1)
Climb Power	Layout (4)	Fold Towels (4)
Line Poles (2)	Teaching (3)	Give Shots to
Salesman (5)	Take and	Animals (1)
Press Work (3)	Develop X-Rays (1)	Make Beds (2)
Inventory (1)	Telephone Operator (1)	Shipping and
Welding (1)	Take Blood Samples (1)	Stocking Clerk (2)
Dental Asst. (1)	Police Work (2)	
Listening to	Stocking (2)	
Patients (1)	Electronics (1)	
Bookkeeping (2)	Electrical (2)	

ITEM 8

Question number 8 asked the respondents how much they had learned about the importance of dependability, attendance, personal appearance, etc., at the sites that they visited. These character traits were apparently in evidence or stressed by site employers. Ninety percent identified that they had learned "quite a bit" or "much" at the sites that they had visited. This information is reported in Table 9.

Table 9

INFORMATION LEARNED ABOUT CHARACTER TRAITS AT SITES

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville H.S.	1	1	7	9	0	18
Roy H.S.	0	0	9	8	0	17
Weber H.S.	0	4	3	5	0	17
Morgan H.S.	0	0	3	4	0	7
TOTAL	1	5	27	26	0	59
Percent	2%	8%	46%	44%	0	100%

ITEM 9

This item asked, "How much have you gained in your ability to develop a career plan?" Forty students representing 69 percent of the total respondents indicated that they had gained "quite a bit" or "much" in this area. Twenty-four percent of the students reported that they had gained "little." This information is found in Table 10.

Table 10

ABILITY TO DEVELOP A CAREER PLAN

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville H.S.	1	3	6	5	3	18
Roy H.S.	0	5	4	7	0	16
Weber H.S.	0	6	7	4	0	17
Morgan H.S.	0	0	4	3	0	7
TOTAL	1	14	21	19	3	58
Percent	2%	24%	36%	33%	5%	100%

ITEM 10

This item asked, "How much have you gained in your ability to aid your family and friends to clarify their own career plans." This question was more difficult for the respondents to answer as it assumed that students of this age would tend to counsel others in career clarification. Somewhat surprisingly, 45 percent of the respondents reported that they had aided others either "quite a bit" or "much." However, 33 percent of the respondents reported that they had gained nothing in terms of being a career resource person to family and friends. The age of the participants may be a factor in being of help as a counselor to others rather than any program weakness. This information is reported in Table 11.

Table 11

STUDENTS ABILITY TO HELP OTHERS
CLARIFY CAREER PLANS

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville H.S.	4	6	5	2	1	18
Roy H.S.	2	5	3	4	2	16
Weber H.S.	2	7	4	3	1	17
Morgan H.S.	0	1	3	2	1	7
TOTAL	8	19	15	11	5	58
Percent	14%	33%	26%	19%	8%	100%

ITEM 11

This question asked the respondents to indicate the amount of instruction or information that they were given by the site employers about job possibilities, skills needed, site operation, etc. Of the respondents 13, or 22 percent indicated that they had gained "little" information. Thirty-eight percent indicated that they had received "quite a bit" of information and 40 percent reported that they had gained "much." The results are found in Table 12.

Table 12

AMOUNT OF INFORMATION GIVEN BY SITE EMPLOYERS

Schools	None	Little	Quite A Bit	Much	Don't Know	Total Number
Bonneville H.S.	0	5	6	7	0	18
Roy H.S.	0	3	6	7	0	16
Weber H.S.	0	5	7	5	0	17
Morgan H.S.	0	0	3	4	0	7
TOTAL	0	13	22	23	0	58
Percent	0	22%	38%	40%	0	100%

CRITICAL INCIDENT REPORT FORM

Students were asked to recall their most interesting and useful experience, and their least interesting and useful experience during the semester. They placed this information on a critical incident report form. Responses are given below and are typed exactly as they were written with no editing of content, grammar or punctuation.

MY MOST INTERESTING AND USEFUL EXPERIENCE IN THE EBCE PROGRAM

BONNEVILLE HIGH SCHOOL

1. I only went to two different vets and the hospital so it's hard to say which I liked. The hospital was ok but there was nothing to do. One week we went to the Laundry and folded towels but other than that we just observed. The big animal vet was fun when I went out with the doctor. I watched pregnancy cow checks and a cow otopsy. It was interesting, but I definiately don't want to be a vet and would much rather have gone elsewhere.
2. I went to two different types of Veterinary Hospitals, a large animal and a small animal Hospital. They were both fun but I liked the large animal best. I learned what it takes to be a Veterinarian both scholastically & the fact that you care for animals & want to help them.
3. My most interesting and useful experience was going to Utah Power and Light Co. with the collector. I learned that I really enjoy outdoor work, and learning to know the area better. I thought the people at UP & L were very friendly and treated me as an equal and not a little child. When I helped them they really appreciated it and

thanked me. Mr. Kirkbride was really cooperative and nice. I really enjoyed meeting him. I think all of the experiences I had were learning and I think it's a great program.

4. At Roy Elementary School I didn't have my most enjoyable experience but I think that it was my most useful experience. We were with the slow learners. I think I want to be in an occupation where I can help people and this experience helped me decide this.
5. My most interesting experience and most useful experience was with a field engineer at Great Salt Lake Mineral and Chemical Corporation. During the day, he showed me how he goes through a mechanical drawing, how to size a pump, he showed me some of the work he had done and how it turned out, while he took me on a tour of their facilities.
6. I liked going to Roy Elementary because it deals a little bit with the kind of work I have in mind.

   I was working with one of the generalists who was willing to tell me anything I wanted to know about the job.
7. The most interesting experience ive had is going down to the police dept. We went patrolling around and gave a couple tickets and arrested one kid. Ive learned that alot of people dont like the cops for what they do but someone has got to do it and its made me think about being a cop. I dont think I would have even thought about it without this class and think that it has helped me alot.
8. My most useful and interesting experience in EBCE was at Great Salt Lake Mineral as a heavy equipment operator. I learn how to drive a Dump truck and a large grader.

9. I went to a veterinarian and before I went there I thought I would like to be one, but now I would like to go into something else it was a fun experience, we took blood and I saw him pull out a dead calf that was dead in the mother for two days.

10. Probably the most interesting & useful place I went was the Golden Spike Empire. First of all - in the morning, I was just kind of oriented. But in the second part of the day, the two ladies in charge of the office left me alone & let me run it by myself. I just answered the phone, typed, & answered questions for tourists.

11. My most interesting and useful experience was at St. Benidict, I when with the respriatory therapy, Where after he made his rounds, I was able to see a operation, (be in the same room) of a removeale of a gallbladder.

    This help me to find out if I could watch such things and not get sick.

12. My most interesting and useful experience was when I went to St. Benedicts hospital and went with Mrs. Halt the Occupational therapist. We went around to the patients room and helped them get involved with us and doing things. I learned alot and also enjoyed my experience. I want to go into this profession.

13. I really enjoyed going out to Dr. Ingram's office and learning to be a dental assistant. I kind-off want to be a dental assistant, but there is not enough money involved. I really enjoyed going out just to talk to Janis because when Janis wasn't there I really didn't enjoy it because it was slow and nobody to talk to and that is hard for me not to be able to talk to people.

14. I liked being at Holiday Inn the best. The first two weeks I was trained and the third week I was completely on my own. I thought that was an exciting job. I really like working with the public.

15. The most useful was the Weber Printing Shop. I learned about how they print different types of materials. How you can make pictures larger or smaller depending on what you need it for. They showed me all the kinds of machines they use. They have a machine that folds paper, one that puts a crease in paper so they will fold easier, machine that makes raised type, the printing machine, the paper punchers. I really enjoyed it out there. It was an interesting experience.

16. When I was at Utah Power and Light I really learned a lot about how they worked. I really saw what it was like to work all day long in each area. Like when I went with a meter reader I did the reading just like if I was really working there. The people at UP & L treated me like I was important and they put forth a good effort to get all the students involved and they did more than just explain what they did - they let me participate as if I worked there. It was fun!

17. I really enjoyed my teaching experience. I love to work with kids and especially when their younger. I learned to control and teach without getting enemies.

Another expirence was the police station. I really learned alot. I even thought about going into more education to become a police woman.

Yet another expirence was at the Dentist office. I really learned

alot including that they go through a lot of college & end up with a small pay check.

Thanks for letting me be in this program!

18. I learned about Law Enforcement for different offences. I also learned educational, and other requirements for that job, we were able to help and watch not just sit there.

ROY HIGH SCHOOL

1. Going to Wolfes sporting goods was the best thing that I did in its E.B.C.E. program.
2. The most interesting experience was at the Associated Vets. They showed me how they do things & let me do them to. Also I got to see a few operations including a very serious one; caesarean operation.
3. My most interesting and useful experience was the print shop, it was fun and I learned a lot. I got to run a camera and me and this kid from Weber got to take negatives of a year book and that was fun to, they explained everything just write.
4. When I went to North Ogden I learned how Mrs. Boyington put her program together. And I really enjoyed working with the kids. I really would like doing that kind of work.
5. My most interesting and useful experience was at Wolfs sporting good. I got to do things as well as listen. I really liked it alot.
6. The experience I liked the best was when I went to Roy Elementary. I also think this is where I learned the most.

   I had the chance to work in the classroom, and also take charge. Mrs. Hansen, the lady I worked with, had what I was to do all planned out. Also I was doing something all day, and I never got bored.

7. The vet was my most interesting experience. Because we got to watch them do surgery on a horse.
8. I like airplanes and the thrill of flying so my most interesting place was Utah Skyways. Here they show you around and take you to the different departments and take you on instructional rides and work semi-independently in some departments. Going to Utah Skyways has presented me a better view of commercial airways and responsible duties of that company.
9. I cannot decide on just one, they all have been exciting and rewarding and fun. I have learned alot.
10. My most interesting and usefull experience to me in the EBCE program was going to the Weber School District printshop because it was really fun and rewarding to me.
11. The most interesting experience was at the McKay Dee Hospital in the lab.
12. My most interesting and useful experience was at Intermountain Precision Built Homes where I learned how to build a house sort of.
13. My most interesting and useful experience was when I was at the surveyors office they tried to explain how to do surveying. We went out in the field & they let me write down the numbers from different levels. They even asked my opinion as to how they should drain water off a parking lot. We ate sunflower seeds.
14. My most interesting and useful experience was when I went to Holiday Inn, because I learned things about running it, and met people. There wasn't one experience there that was useful, it was most of them or all of them.

15. My most interesting and useful experience was when I went to T. H. Bell Jr. High the second time. Mr. May explained everything he was doing and why he was doing it. He also let me experience conducting a band and teaching some classes. He also explained how much schooling you have to have to be a teacher.

16. My most useful and interesting experience was when I went to Ben Lomond Motor Hotel when I learned to do some plumbing and locksmithing, also learned to use a metal cutter. I enjoyed working there a lot.

17. The most interesting and most useful project by far is the one at The City and County building. I was able to go around people from the newspaper, and Television - Channel 5 - 2.

WEBER HIGH SCHOOL

1. My most interesting and useful experience was Weber County School district printshop. I learned to run all the machines, presses, and cameras and how to make different plates and copies of things. I learned all about printing and liked it very much.

2. My most interesting and useful experience was with the Police Department. I would like to thank Phil Howell the officer. He help me very much.

   And at the water works who I was with Paul Young. He help me to, to understand what work was really like.

3. My most interesting and useful experience was when I went to Utah Power & light and worked with there Service crew. I really learned a lot there. They tried to teach me everything tney knew. I really want to thank Cliff Holmes and "Stretch" Henderson of truck 2002.

4. My most intresting experience was at St. Benedicts hospital. I really enjoyed it because it was so well organized. There were always intresting new things all the time, one week we saw a baby born.

   I also liked the attorneys office that was fun and well organized also.

   These two places had the needs of the student at heart.

5. The thing I liked most about the program is when our teacher (Mr. Tiano), would tell us about world problems and all the things going on in the world. He was just a very fun and interesting teacher.

6. The most interesting and useful experience was at Utah Skyways Inc. When I entered this program I had an interest in being an airline Pilot. While at Utah Skyways I know for a fact I want to be an Airline Pilot and I know more about airplanes and flying and landing procedures and thank any coordinators who helped me get there.

7. There were 2 very interesting jobs I have been to. One was at Z.C.M.I., working with a girl in display. I learned alot about display. She even let me do two windows that you could see while driving by the store. I also learned that display is alot of hard work, but I enjoyed it.

   The second job that I really enjoyed was Wasatch Florist. I learned alot about flowers. Mr. Daub let me make a poperi (small flower arrangement) and two corsages. He let me take them home. I also helped him make arrangements that went out that day.

   I also went to the Associated Vets. I learned that I don't want to be a large animal vet. I got to do alot that day it was really fun!

8. My most interesting and useful experience was at Utah Power & Light when I was with the meter readers. I learn to read meters, and when I was bill collecting. And when to turn off the power.
   Wild life resources - When I was with Law Enforcement.
9. My most interesting and useful experience was discussing marketing techniques with Mr. Tiano and also discussions in class with Mr. Tiano.
10. When I went to the fire station was good. I was shown around the station and rode around and there was a false alarm.
    When I went with the plumbers was a good experience. I would either like to be a plumber or a fire man.
11. My most interesting and useful experience was when I went to Traffic Engineer. I learned the most there about being a secretary, which is what job I was exploring.
12. My most interesting experience was when I was with Intermountain Persision build homes and Utah Power & Light & the Municiple building.
13. My best experiences have been at the hospital. All of the people at this place knew what we were to do and they all helped us very much. I learned what really went on in a hospital and it made me realize that I might want to pursue a career in the medical field.
14. My most interesting experience was at Saint Benedicts Hospital in the respiratory therapy area. They let us see the real life experiences. like seeing a baby born and several other surgerys. They were real prepared for each and every one of the students. Things were explained to us so we knew what was going on.

15. My most interesting and useful experience was when I went to G.S.L. and operated Heavy Equipment. Because I got to do something (drive equipment).

16. My most interesting and useful experience was when I went to the airport and saw what they did in the tower.

17. Working at Holiday Inn helped me know that I want to get a job now as a waitress.

    At Wolfes Advertising & display - was helpful to me also. I like making my own ideas & being my own boss. I like figuring out my own designs.

MORGAN HIGH SCHOOL

1. My most interesting and useful experience was at Brownings: Secretarial Work. It was fun. I was my own secretary. I was told to take as many classes in school as I could because you use them alot. And working with the Data machine. It was fun and I learned alot.
2. The secretarial experiences were the most useful. I learned about the things required and the responsability involved.
3. I learned some things about the job I want, and I know more about it.
4. The most interesting site I attended was IPBH. I really enjoyed the work I got to do those 4 days that I went. It was very fun and interesting.
5. My most interesting experience was at Brownings in Data Processing. I feel like I'd like to go into that field.
6. My most interesting and useful experience was at Weber Print Shop.
7. I really liked the print shop. I like to do things like that. I liked the photography part the best of the different areas I was in.

MY LEAST INTERESTING AND LEAST USEFUL EXPERIENCE
IN THE EBCE PROGRAM

BONNEVILLE HIGH SCHOOL

1. My least interesting and least useful experience was the U.S. Forest Service. I painted signs. It stunk!
2. I felt that all my expirences were useful in some way or another. Therefore, I have no "least interesting & least useful expirences." Thanks. It was a really great expirence. Only one thing that I wish was possible. We should have more control over where we go. Even if we had a list & had to choose (on our own) where we were to go!
3. When I went to the Airport I think my whole day was wasted. I didn't do hardly anything. I went up to the Tower and stayed for an hour and all the guys in the tower didn't even try to explain there job but instead they let me sit there watch planes land and take off. After I was done there they took me to the Flight Instructor and he showed me all about the parts of the plane. It was really interesting and useless. After I was there for only 3 hours they couldn't think of anything else for me to do so they brought me back to the school. It wasn't worth my time!
4. When I went to the C.S.B. for 4 times it was real boring because every week we would go to the same department and the job was all about the same so all I did was sit and listened to the people talk which was so boring I couldn't believe it.
5. My least interesting and least useful experience was at Ben Lomond Motor Hotel. They showed me how to make beds which I already new how to do. They ran out of stuff to do so I went home 2 hrs. early.

6. My least interesting experience was with the Forest Service. I was stuck working on signs all day with all the old men. I really felt out of place.
7. Down at ZCMI Beauty Salon there was not much I could do in fact all I did was sit around all day. They acted as if they didn't even want me there. It was my first site and really made a bad impression on my mind. It was the worst!
8. My least interesting and least useful experience was when I went to Wolf's in shipping and recieving. All I did all day was watch her, and put some price tags on clothes, and put things away and I sat for about 2 hrs. by myself, waiting for her to return.
9. That was at the Ogden City Police Station. The people there didn't even care about your interests. Half the time they were either combing their hair or putting on their make-up. They all acted like hot-shots & wouldn't have anything to do with me all day - I just sat there. I hated that day <u>so</u> bad!
10. My least interesting and least useful experience was on the underground cable installation. I didn't learn anything - it was boring - all I did was watch and dig a hole.
11. My least interesting and least useful experience was at Intermountain Precision Built Homes where I was told to go to work and was left!!!!
12. My least interesting and least useful experience is going out to Utah Skyways - the first time was boring and the second time was allright but the third time there wasn't a darn thing to do and the people don't take enough time with you. I think one time I read a magazine about 10 times through. Nothing else to do.

13. My least interesting and least useful experience was working with the display lady at ZCMI. It was my first exploration site and the lady didn't seem to understand the program very well.

14. My least interesting and least useful experience was with the Waterworks of Ogden City. I had to go there for three weeks. After one time I had seen all that they could show me. Going back again two more times was a complete waste of time. I think that we should not go to the same place twice unless there is something completely different for us to do! I think that we should have more control over the places we want to go!

15. My least interesting and least useful experience was at Utah Power and Light Co. The person who I was with acted like he didn't like me. He tried to put me in other places and with other people where I wouldn't bother him. I felt my time was wasted. The EBCE students should have a great deal more with the choice of job site they wish to go. I also think that we shouldn't have to go to the same job site unless there is something completely different for us to learn about.

16. The least interesting place was GSL. It was boring and the guys had me doing things that I didn't even know how to do, so I just sat there and acted dumb for 8 hours.

17. My least interesting and least useful experience was at the Ogden Airport. They didn't use all of the time. It was just like a tour, and they didn't really give me much experience doing anything. I think they were just trying to promote their school. I didn't particularly like being in the tower with two men. I think if someone wants to be a pilot it would be ok, but from what I've heard it

would be much more rewarding if they were sent to Utah Skyways. It wasn't an unpleasant experience, but it wasn't too rewarding!

18. Some of my time at the hospital was super boring and I didn't learn anything. The X-Ray lab & Medical Records department were both boring 'cause we just sat and listened or watched T.V. while we waited. At Assoc. Veternarians staying in with the secretary was boring 'cause she wouldn't let me do anything - even open the mail. At the other vet it was ok but not much to do. I think 11 times at the hospital was way way too many times. 4 weeks (or 5 at the most) would be plenty. You could get a good view of the whole hospital in 4 weeks & then if you liked it go back more.

ROY HIGH SCHOOL

1. My least interesting and least useful experience was KANN Radio. I knew everything already & did not have anything to do, but sit around.
2. My least interesting experience was the forest service. The only thing I did for three weeks was paint signs and I thought it stunk.
3. My least interesting and least useful experience was at the hospital in R.T. The guy wasn't feeling very good so we didn't get to do much. It was awful that day.
4. My least interesting and least useful experience was in the hospital when one day we just sat around because the doctor we were supposed to meet had to do something with a patient.
5. The first week at J.C. Penney's was o.k. because I just worked in the stockroom hanging up & pricing clothes. Then the next week Mrs. Rankin forgot us so we had to work in the stockroom again.

The third week Mrs. Rankin got mad because we came to find her, because we thought we had lost her. Then I was put in the sales department and repriced shirts, then just stood around.

6. My least interesting and least useful experience was when I went to the planning commission.
7. My least interesting and least useful experience was at the Ogden City Planning Comm. I didn't get to do very much because I wasn't interested in the type of work.
8. My least interesting and least useful experience was in ZCMI in the china wear because they would not let me do anything. I asked them if I could help in doing something & they said no because I was not working there.
9. My least interesting and least useful experience in the ebce program was going to Holiday Inn as a busboy ('cept not busboy busgirl).
10. The Building Inspectors were the least useful experience of the program. They did not use very good speaking habbits around the office and did not show me anything of organization of that department.
11. My least interesting and least useful experience was the first week when I went to ZCMI. I went to the Loft and I just stood around with nothing to do all day.
12. My least interesting and least useful experience was the Utah Department of Trans. Materials lab, I learned a lot but it was not my type of thing and the last time I went their I didn't get to do a thing.
13. My least interesting and least useful experience was when I went to Bonneville High. The whole day I sat and observed and did very little. I did get to help the last period of the day. Also when I

went to North Ogden in the sewing department I observed all day and the teacher didn't let me help at all. The places I only observed, the people didn't even know what EBCE was. I think before we go to the sites employers should know more about the program. All the places I went, with a few exceptions, the only thing they knew is that I was coming, nothing else. All-in-all it was a good program anyway.

14. My least interesting and least useful experience was the attorny. The cases were of no intrest & repeated. I sat in court all day listening to minor offenses.

WEBER HIGH SCHOOL

1. My least interesting and least useful experiences were all of the ones at the Bank. The one at fileing help me know I could never do that. It drove me crazy.
2. My least interesting and least useful experiences were when I went to the fire stations. I sat around and did nothing.
3. My least interesting and least useful experiences were every week except when I went to the airport and Holiday Inn. I didn't like: Municipal building, Volunteer Dept., recreation dept., ZCMI.
4. I guess it would have to be Commercial Security Bank in the Real Estate Department. The people were so involved in their work that when they explained it to us it was so far over my head that I scarcely understood what they said.
5. Pennys was my worst experience. They didn't have anything to do. We just sat & listened. I felt it was a waste of my time. ZCMI was the same way.

6. My least interesting was out at the Great Salt Lake mineral at the cemestry.

7. My least interesting and least useful experience was the Animal Shelter. It wasn't really very interesting and it wasn't useful for the job I was exploring. It would have been all right had I wanted to explore a vet.

8. When I went transportation attorny was my worst experience because I just sat around while this guy talked to me and I about fell asleep. It was a real bumber.

9. My second week at the county surveyor all I did was sit around and do nothing. I feel that the sites should be screened better so as to have something for us to do.

10. My least interesting and least useful experience was the Forest Service. All I did was paint. I hated it.

11. The worst job site I was at was at Z.C.M.I. in womans alteration. I sat there 8 lousy hours doing absolutely nothing. It was the pits.

12. My least interesting experience was at Utah Power & Light Dispatcher's Department. The only thing I did all day was to sit and read magazines.

13. In my experience with the E.B.C.E. I have not had a bad experience and will not say I have because all the employers helped me learn something or another and that is in fact a valid experience.

14. This would have to be the forest service. This place was the pits. I had to paint for four lousy weeks. We were told on our papers that we were supposed to do something, like, water control. We always ended up painting.

15. My least interesting and least useful experience was when I went to IPBH. Because they really didn't care whether we learned or not.
16. My least interesting and least useful experience was going to IPBH for five week's did stuff over. It was boring, I should of got paid. They would watch you work instead of them helping you. They would send you for stuff that was not their. They tried to get rid of you. They sent me for a sky hook! and I didn't know that their wasn't one.
17. My least interesting and least useful experience was Utah Power and light bill collecting and drafting because when I did this I just sat and watched these people work.

MORGAN HIGH SCHOOL

1. Nothing was really bad but the one I didn't really like was Miller floral although it was hard work it was kinda fun to see how they get things going before things go to the stores.
2. My least interesting and least useful experience was Miller Floral.
3. G.S.L. Mineral was my worst. All you did was just sit around and look dumb all day.
4. The least interesting site I attended was the Loan Dept. at Commercial Security Bank. I learned very little that day. And besides it bored me to death.
5. My least interesting and least useful experience was when I went to Miller Floral and spent a whole day debudding mums. It was very boring especially when there wasn't anyone to talk to.
6. My least interesting and least useful experience was Miller Floral I hated that job of planting plants and picking buds and digging in

the dirt. I would rather be in a sealed place (office work). I didn't learn very much only that I didn't want to do that.

SUMMARY

Student responses are very important as a means of evaluating those programs in which they are involved. Each student was encouraged to present the strong and weak points of their experiences as they progressed through the program. Frankness and honesty were requested in completion of the Student Opinion Questionnaire.

Seventy-three percent of the students reported that they had developed the ability to tell what workers do in a variety of work areas to a considerable degree. When students were asked to indicate the progress that they had made in making wise vocational choices 80 percent reported considerable progress.

Of interest was the response of students to the question, "How much they had learned about the importance of dependability, attendance and personal appearance." Ninety percent indicated that they had learned a considerable amount in this area at the sites that they had visited. Some relation between the responses of the students to this question and the employers positive feelings about the students attendance and dependability may be considered.

PARENTS OPINION OF THE EBCE PROGRAM

The parents of those students involved in the EBCE program were contacted and given a questionnaire to complete. Forty-five questionnaires were returned from a total of fifty-seven sent to parents. This figure represents a 79% return. The questionnaire sent to parents contained 13 items about their son or daughters progress in the EBCE program. Space was also added for parents to include any comments about the program that would be helpful to future planning.

Question 1

This question asked, "How much progress has your son or daughter made in developing his or her ability to tell what workers do in the several occupational areas that he or she visited?" Responses were varied, however, 82 percent checked the "quite a bit" or "much" categories. Only 13 percent of the parents reported that their children had only gained a "little." This information is reported in Table 13.

Table 13

PROGRESS IN ABILITY TO TELL WHAT WORKERS DO

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	0	0	7	4	0	11
Roy H.S.	0	2	9	4	1	16
Weber H.S.	0	3	6	1	1	11
Morgan H.S.	0	1	6	0	0	7
TOTAL	0	6	28	9	2	45
Percent	0	13%	62%	20%	5%	100%

Question 2

Parents were asked to indicate how much progress their son or daughter had made in developing his or her ability to explain the steps necessary to enter a job, including the training and educational background needed. Thirty-three percent of the parents, or 15 parents, reported that their children had gained "little." The categories of "quite a bit" or "much" were marked by 28 parents or a total of 62 percent of those reporting. This information may be found in Table 14.

Table 14

ABILITY TO EXPLAIN STEPS NECESSARY TO ENTER A JOB

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	0	3	6	2	0	11
Roy H.S.	0	7	5	3	1	16
Weber H.S.	0	4	6	0	1	11
Morgan H.S.	0	1	5	1	0	7
TOTAL	0	15	22	6	2	45
Percent	0	33%	49%	13%	5%	100%

Question 3

This question asked parents to indicate how much progress their children had made in developing their ability to make wise occupational choices. This question may have been somewhat difficult to answer because to some parents it is not logical that a sophomore student might be ready at such a young age to begin to make wise occupational choices. Twenty-six percent

of the parents reported that their children had progressed in this direction to no degree or had progressed very little. However, 31 parents or 69 percent of the parent group indicated that their children had progressed "quite a bit" to "much" in their ability to make wise occupational choices. This information is reported in Table 15.

Table 15

PROGRESS IN MAKING WISE OCCUPATIONAL CHOICES

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	0	3	5	2	1	11
Roy H.S.	1	5	6	4	0	16
Weber H.S.	0	3	6	2	0	11
Morgan H.S.	0	0	6	0	1	7
TOTAL	1	11	23	8	2	45
Percent	2%	24%	51%	18%	5%	100%

Question 4

This question, "Do you feel that this program has been of value to your son or daughter" was considered to be of upmost importance as a direct indicator of parent opinion about this type of program. Obviously, children talk to parents and their attitudes, frustrations and excitements will be mirrored in the feelings of parents. By quite a sizable percentage the parents indicated that they felt the program to be of considerable worth. This attitude is reflected by the willingness of parents to count this type of program in place of other courses that students might take in the school

and also by the large number that seek admission to this type of activity. The parental support for this program was 38 out of 45 parents or 84 percent of the total. Seven parents representing 16 percent of the respondents indicated that the program had little value. This information is displayed in Table 16.

Table 16

VALUE OF PROGRAM TO SON OR DAUGHTER

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	0	1	3	7	0	11
Roy H.S.	0	5	6	5	0	16
Weber H.S.	0	1	8	3	0	11
Morgan H.S.	0	0	3	4	0	7
TOTAL	0	7	20	18	0	45
Percent	0	16%	44%	40%	0	100%

Question 5

This question asked, "Who do you feel is best served by this type of program?" The respondents were given four choices representing student interests. The purpose of this question was to attempt to determine if parents felt the program to be of any particular benefit to certain students. Thirty-four parents, or 76% of the group felt that all interested students best benefited from the program. Only 2 percent of the parents felt the program to be desirable for dropouts only. Nine percent felt that college bound students were best served by this program

and 13 percent felt non-college bound students to be best served by the program. This information may be found in Table 17

Table 17

THOSE BEST SERVED BY THIS TYPE OF PROGRAM

Schools	All Interested Students	College Bound	Non-College Bound	Drop-Outs	School Total
Bonneville H.S.	8	2	1	0	11
Roy H.S.	11	1	3	1	16
Weber H.S.	9	0	2	0	11
Morgan H.S.	6	1	0	0	7
TOTAL	34	4	6	1	45
Percent	76%	9%	13%	2%	100%

Question 6

Parents were asked to determine how much progress their son or daughter had made in developing their ability to perform basic skills in selecting occupations represented by employer sites they had explored. The parents seemed to feel that students had progressed in this and 62% indicated a "quite a bit" or "much" rating. Fifteen parents representing 33% of the group reported little student progress. Rather than consider this a negative aspect the 33% little progress can also be interpreted to mean a positive step in the right direction. Considering that the EBCE program is only a semester in duration the amount of progress indicated can be seen as a positive element. The information for this question can be found in Table 18.

Table 18

PROGRESS IN SELECTING OCCUPATIONS

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	0	3	6	1	1	11
Roy H.S.	0	7	7	2	0	16
Weber H.S.	0	3	6	1	1	11
Morgan H.S.	0	2	3	2	0	7
TOTAL	0	15	22	6	2	45
Percent	0	33%	49%	13%	5%	100%

Question 7

This question asked, "Which employer site do you think your son or daughter enjoyed most?" The parents were permitted to list one employer. The results are found in Table 19.

Table 19

MOST ENJOYED TRAINING SITE

Site	Bonneville	Roy	Weber	Morgan
Associated Veterinarians		(2)		
Browning's Data Processing				(2)
D.D. S. Clive C. Ingram	(1)			
Fire Department			(1)	
Great Salt Lake Mineral & Chemical	(2)			
Holliday Inn		(1)		
Intermountain Precision Built Homes		(1)		(1)
IPBH			(1)	
McKay Dee Hospital	(1)			
North Ogden Jr. High		(2)		
Ogden Airport		(2)		
Plumbing			(1)	
Redevelopment Center				(1)
Roy Elementary	(1)	(1)		
St. Benedicts Hospital	(2)		(3)	
T. H. Bell Jr.		(1)		
Utah Power & Light Co.	(2)	(1)	(3)	
Wasatch Floral			(1)	
Weber Print Shop	(1)	(2)		(2)
Wolfe's Sporting Goods		(1)	(1)	

Question 8

Parents were asked to indicate the degree of knowledge their children had gained from the employer site selected as most enjoyable. Parents felt their student enjoyed his or her experience the most at the site of an employer and also gained the most knowledge at that site. Forty parents representing 89% of the total group responding rated the knowledge gained as "quite a bit" or "much". This information is found in Table 20.

Table 20

KNOWLEDGE GAINED ABOUT EMPLOYER SITE

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	0	0	7	3	1	11
Roy H.S.	0	2	9	4	1	16
Weber H.S.	0	1	5	5	0	11
Morgan H.S.	0	0	4	3	0	7
TOTAL	0	3	25	15	2	45
Percent	0	7%	56%	33%	4%	100%

Question 9

This question asked, "How much progress has your son or daughter made in his ability to identify and describe the uses of specific equipment in this employer site?" (the employer site referred to in question number 7). Nine of the parents or 20% of the total group reporting indicated that their children had gained "little." This response might be expected as finding a site enjoyable does not necessarily mean that familiarity with specific equipment has been accomplished. Also, with an average of only one or two visits to a particular site it would be difficult to observe all of the types and varieties of equipment that might be used. On the other hand 49 percent of the parents reported "quite a bit" to this question and 24 percent checked the "much" category. This information may be found in Table 21.

Table 21

ABILITY TO IDENTIFY & DESCRIBE SPECIFIC EQUIPMENT

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	0	2	7	1	1	11
Roy H.S.	0	4	6	5	1	16
Weber H.S.	0	2	5	3	1	11
Morgan H.S.	0	1	4	2	0	7
TOTAL	0	9	19	9	3	45
Percent	0	20%	49%	24%	7%	100%

Question 10

"How much progress has your son or daughter made in developing attitudes and behaviors appropriate to the world of work (dependability, attendance, personal appearance, etc.)?" This question was considered to be extremely important because attitude and behaviors at work to a large degree influence worker success and happiness. It was interesting to note that parents observed substantial change in this area. Eighty-five percent of the parents or 38 questionnaire returns had checked the categories "quite a bit" or "much." Only five parents or 11 percent checked the category "little". The 85 percent progress in attitude change is also similar to the 73 percent progress in ability to describe and identify specific equipment at the employer site as reported in question 9. On the student questionnaire the EBCE students reported that 90 percent of them had progressed in developing appropriate attitudes and behaviors about the

world of work. Parent responses to this question may be found in Table 22.

Table 22

PROGRESS IN DEVELOPING
APPROPRIATE WORK ATTITUDES AND BEHAVIORS

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	0	0	7	4	0	11
Roy H.S.	1	4	6	5	0	16
Weber H.S.	0	1	6	3	1	11
Morgan H.S.	0	0	5	2	0	7
TOTAL	1	5	24	14	1	45
Percent	2%	11%	54%	31%	2%	100%

Question 11

This question asked the parents to determine the degree of ability their children had gained in determining a career definition through EBCE. Ten of the parents or 22 percent said that their children had gained "much" while 19 parents or 43 percent of the total group reporting indicated that their children had gained "quite a bit". Ten parents or 22 percent said that their children had gained "little" in terms of a career definition. As might be expected a fifteen-year-old might not be ready in terms of maturity or experience to make career decisions at this age. Apparently, parents are not too concerned about career definitions at this point as they reported earlier that the program has been of considerable value to their children (question 4). The purpose of EBCE, that of exploration,

seems to be well received by the parents. Table 23 reports the information gained from this question.

Table 23

ABILITY TO DETERMINE A CAREER DEFINITION

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	0	2	5	2	2	11
Roy H.S.	1	4	7	3	1	16
Weber H.S.	0	3	3	3	2	11
Morgan H.S.	0	1	4	2	0	7
TOTAL	1	10	19	10	5	45
Percent	2%	22%	43%	22%	11%	100%

Question 12

"How much has your son or daughter gained in terms of academic performance as a result of his or her participation in EBCE?" The response to this question showed a much greater variance of parent opinion than in the other questions. While 15 parents or 33% of the total group responding said that their childrens' grades had improved "quite a bit", nine parents or 20% of the total group reported no change in grades. Fifteen parents or 33% reported only a little change. This information is reported in Table 24.

Table 24

ACADEMIC PERFORMANCE AS A RESULT OF EBCE

Schools	None	Little	Quite A Bit	Much	Don't Know	School Total
Bonneville H.S.	1	5	5	0	0	11
Roy H.S.	5	3	3	3	2	16
Weber H.S.	3	4	4	0	0	11
Morgan H.S.	0	3	3	1	0	7
TOTAL	9	15	15	4	2	45
Percent	20%	33%	33%	9%	5%	100%

Question 13

The parents were asked if they would like to see this kind of program continue in the school district. Thirty-five parents or 78% of the group reporting said "yes" and only 2% or one parent said "no". Three parents said that they "didn't know" and 6 parents or 13 percent did not answer this question. This information may be found in Table 25.

Table 25

SHOULD THIS PROGRAM CONTINUE IN THE DISTRICT?

Schools	Yes	No	Don't Know	No Response	School Total
Bonneville H.S.	9	0	0	2	11
Roy H.S.	13	0	0	3	16
Weber H.S.	7	1	3	0	11
Morgan H.S.	6	0	0	1	7
TOTAL	35	1	3	6	45
Percent	78%	2%	7%	13%	100%

Parents were asked to write in comments about the program. These comments are listed as follows. Some parents wrote more than one comment.

BONNEVILLE HIGH SCHOOL

1. Some type of a list should be made with certain areas available to the students. Then the student could choose from this list which job areas they are interested in. This way the students will be more interested in the job sites they visit.
2. I feel that this program is really helpful in career choices. I hope this program will continue in the district.
3. They need to visit places where their interests are as well as other places.
4. I feel that some of the people assigned by the employer to work with the student did not understand the program. Menial tasks were given to the student to use the time rather than give them an introduction to the overall functions of the occupation.
5. Employers need to teach or explain how to go about using equipment in the specific occupations.

   Schools need to explain to students or have someone come from the occupational fields to tell about their work.

   If a student could take some kind of psychological test or occupational test to see what they might like to do.

   Next if employers could present films or Video-Tapes so students could see the various occupations in color where occupations would show even the bad and good of what a person must contend with in that field.

Also show films of how an employee must associate in abilities and working attitudes with other employees while working for a company - Also what employers expect of employees - Plus moral obligations and honesty and integrity while working for the company.

After a student sees and picks out several fields or one then let him go out into the various occupational fields and get some first hand experience.

I fully understand that a student cannot get too involved so as to endanger his life or that of the company demonstrator but more involvement could be had for students where possible.

I believe as parents and school we should express our sincere gratitude to employers for spending time and money to take time for teaching our children - I believe the whole idea is fantastic in helping our children find an occupation in life.

Along with all of this in order to cut down on divorce and family chaos students could be taught the very essential and important living conditions about marriage and family living. We neglect the greatest occupation of life and that is married life - Also how occupations can effect family living - such as salesmen, truck drivers, businessmen away from home - and those occupations that can have serious nerve racking experiences for the father and upon the family.

If students could see the occupation he is interested in by video film. He then can ask more intelligent questions, thus get better EBCE grades.

ROY HIGH SCHOOL

1. Great - Thanks!
2. I feel this could be a good program if students were sent to employers that had something to do with their desires. What value is there in going to a radio station and just sitting there doing nothing.
3. Students should not just observe; they should be allowed to help.
4. The students are not required to perform enough tasks to keep them from becoming bored and lose interest.
5. Our students enthusiasm decreased when as they arrived at some of the site locations the employers were not prepared for them or did not seem to be. Basically it seems to be a good program. If the employers involved would plan a little better it would be better for the students.
6. Inadequate planning seemed to be one of the big problems. My daughter was sent to very few places that helped her with the vocation she wants to follow in life.
7. More variety of choices of employment to visit. My son enjoyed the experience of working in these different places very much and gained a lot of knowledge he couldn't have received in the classroom. Thank you for such a good program.
8. The program started off very well then there were too many school activities that caused loss of interest. Band, athletics, etc. I think too long at McKay-Dee - became disinterested.

WEBER HIGH SCHOOL

1. At the beginning of the program the participating students were assured that once a week absence would not affect their grades because they would be graded on 4/5ths of the work. This has not been implemented by the teachers and has resulted in lower academic standing, which seems unfair to the student. I feel that the program has merit, but under this present system of grading it may not be worthwhile. Perhaps the teachers need a better orientation so they won't feel threatened by the program. It seems rather antagonistic to schedule homework assignments due on Wednesday, and tests on Thursday so the student misses the review on Wednesday.
2. Don't make promises you can't keep. Tell them about the bad as well as the good.
3. This program makes too much keep up and too much stress upon the individual in school work. But otherwise a very beneficial program.
4. I feel that if the students had more experiences in different areas. They stayed in one area for too long of a time.
5. I think it would have been much more helpful if the student had been able to choose the areas that interested him the most to work in-- As I understood the program, the student's choice was greatly limited.
6. Classroom time needs to be more structured. The impression that I have received is that it has been a gab session.
   In talking with teachers I felt there was conflict between some teachers and EBCE students.

7. a. Most of the days on site were too long and very little was accomplished in the afternoon.

   b. I do feel that each student should be made aware of the necessary effort to maintain their present grade level. My child's classes had several major tests on Thursday with important lectures on Wednesday (EBCE day). Honors classes were extremely difficult to keep up with necessary work.

8. Teachers (during the early part of the program) did not appear to be fully informed about the program. This caused student apprehension and possibly grading problems.

   The overall experience for students was very beneficial.

9. Let them pick the choice they would like to go do. Not make them continue the ones they dislike.

MORGAN HIGH SCHOOL

1. You need more cooperation with the other teachers of the school. My child has been on the honor roll every quarter except during her EBCE quarter. She spent more time on homework than ever and still wasn't able to keep up on her grades.
2. More help during the hour they are to make up assignments.

SUMMARY

Parents expressed to a large degree that they felt the EBCE program to be of value to their children. The parents reporting represented the four schools in the study. No particular differences in responses to the questions were noted by any school group of parents. If any difference among schools might be noted it appears that Morgan parents seem to be more enthusiastic about the program. Part of this may be due to the relative isolation of the Morgan School District to the Ogden area and their pleasure at having an opportunity to involve their students in this type of program.

Generally speaking, parents expressed student progress in most of the areas in which EBCE seeks to exert an influence. Of particular note was the area of developing attitudes and behaviors appropriate to the world of work. Parents expressed considerable student growth in this area as 38 parents indicated "quite a bit" to "much" progress noted. Parents are in favor of this type of program and definitely want it to continue.

Parents did not note much academic performance gain as a result of student participation in EBCE, however, during the one semester duration of the program.

SITE COORDINATOR

The area site employers were asked to complete a questionnaire regarding their opinions about the EBCE project. Fourteen questionnaires were returned from sixteen of the most frequently involved employers. Information was requested from the site employers following the last student visit to the site in May, 1977. The employers, therefore, had an opportunity to be involved in the program over a school semester period of time with a varying number of students. Those employers involved in the study were:

1. Dr. Chad Widdison
   Associated Veterinarians
   5220 South 3500 West
   Roy, UT 84067

2. Michael Waddoups
   Ben Lomond Motor Hotel
   2510 Washington Boulevard
   Ogden, UT 84401

3. Grant Goddard
   Browning Manufacturing
   Route 1
   Morgan, UT 84050

4. Dale Dean
   Commercial Security Bank
   2491 Washington Boulevard
   Ogden, UT 84401

5. John Dunkley
   Dunkley's Piano & Organ
   Warehouse
   1900 West 5800 South
   Roy, UT 84067

6. Mr. Scott MacIntosh
   Holliday Inn
   3306 Washington Boulevard
   Ogden, UT 84401

7. Mr. Kent Bailey
   Intermountain Precision-Built Homes
   2525 North Highway 89-91
   Ogden, UT 84404

8. Mr. Dale Swenson
   McKay-Dee Hospital
   3939 Harrison Boulevard
   Ogden, UT 84401

9. Mr. Bob Fields & Mr. Bill Paulson
   Miller Floral
   Farmington, UT 84025

10. Mr. Bob Hunter
    Ogden City Corporation
    Municipal Building
    Ogden, UT 84401

11. Mrs. Pat Brown
    St. Benedict's Hospital
    5475 South 500 East
    Ogden, UT 84403

12. Mr. Michael Stevenson
    Utah Power & Light Co.
    28th & Wall Avenue
    Ogden, UT 84401

13. Mr. Larry Joynt
Wolfe's Sporting Goods
23rd & Washington Boulevard
Ogden, UT 84401

14. Mr. Bob Chamberlain
ZCMI Department Store
2380 Washington Boulevard
Ogden, UT 84401

15. Dr. Clive Ingram, DDS
1825 West 440 South
Roy, UT 84067

16. Mrs. Maxine Rankin
J. C. Penney Company
2383 Washington Boulevard
Ogden, UT 84401

The questionnaire requested information regarding six areas. The data is presented as follows:

Question 1

"What is your opinion about the EBCE project as an orientation to work for high school students?"

Fourteen employers answered this question with 13 or 92 percent of the group reporting the program to be above average to excellent. One employer said the program was average and no employer reported the program to be of little or no value. Ten of the 14 employers said that the program was excellent.

Part two of this question asked the employers to indicate in writing strong and weak points of the program. These comments are reported below in two categories.

Strong Points

1. The students have an opportunity to explore different areas of interest.
2. The advantages of being exposed to various jobs.
3. Provides opportunity for students to see what a task is like - what a specific worker does on any given day.

4. Having such a program is great! The students gain much exposure to the business world.
5. The students learn about applying for jobs and what interviewing is like. Also mixes theory of work with practice.
6. Great way to give students an idea of what work careers have to offer. Work experience is so important and the students need to develop work attitudes.
7. Well organized EBCE program with dedicated staff. Students are interested. Staff appears to be committed to success of program.
7. Excellent orientation for students.

Weak Points

1. Not enough time to involve a student to the point where he may really become motivated toward a particular type of work.
2. Not enough time with one employer.
3. Weak point is inability to show student what work and working is all about -- no chance to get a feel for getting up day after day and doing the same thing over and over.
4. If they could of worked in more areas, they could of had a better picture of the company and all the different jobs.
5. The students should have an assignment to research job positions within the institution they are going to be working in so they will have some insight into the various positions. Then can seek information on salaries, college preparation, etc.
6. Not enough time to really understand why we do what we do.

Question 2

"Would you like to see this program continue?"

This question requested a yes or no response with the respondent writing down why he or she chose a particular response. All 14 employers or 100% of the group said yes, that they would like to see the program continue. The reasons for such a response were given as follows:

1. To give students some insight to what depth and degree of difficulty each job or career entails.
2. If the program, over a period of time, could be improved to the point where it would help 25% of the students get work oriented, it would be successful.
3. I believe it will help young people decide on future vocations - at worst it will help them decide what not to go into.
4. At least an exposure to a task is better than no exposure to any occupation and by the time a student has reached high school he is at an age where he should at least begin to think about what he wants to spend the rest of his life doing.
5. To give other students a chance to the exposure in business.
6. It's a very good program for the students.
7. I saw the growth of interest within the group, and these young people are our future employees.
8. It teaches how to apply for a job, what interviewing is like, helps show what is going to be enjoyable in practice as well as theory.
9. I feel this type of experience cannot be given in any other educational experience or training.

10. Provides students with objective information on which to begin making decisions about careers.
11. The only way to orient students to an on-the-job experience is on the job. The students gain tremendously from this program.

Question 3

"Would you like to continue as an employer coordinator for the students in this program?"

Employers were asked to respond either yes or no to this question. Thirteen of the employers checked the "yes" category and one employer checked the "no". category. The reasons given for the employer responses are as follows:

1. I believe it helps eliminate a lot of bad choices as much as pick a good choice of career fields enlightning program.
2. Even though this program is an interuption in our work day, it would still be worthwhile if we could motivate a handful of students.
3. I believe more young people should be exposed to the business world.
4. It provides an opportunity for community service and a chance to make some input into the formal education process.
5. Because it is a worthwhile experience for the students. We get enough work out of them to make up for the time we spend working with them.
6. It is a challenge.
7. It's interesting and not too much trouble.

8. I feel there is a need for this in our educational system.
9. Responsibility to community and educational system to help inform students about career opportunities.
10. The youth need to gain experience in an actual working environment. To get a job they need some sort of experience.

Question 4

"What problems have you experienced with this program?"

This question was asked as a means of soliciting opinion regarding problem areas in the program. To categorize responses a check list was presented listing nine possible program difficulties. Employers were given the opportunity to check more than one category. The item "none" on the check list was marked 6 times which represented 23% of all items checked. "Problems with students" and "the procedure for evaluating student performance" were checked four times each for a respective total of 15 percent. The results of this question are reported in Table 26.

Table 26

PROBLEMS WITH PROGRAM

Item	Response	Percent
a. The students	4	15
b. The time sequence	3	11
c. The procedure for developing activities	3	11
d. The procedure for assigning students to activities	2	8
e. The procedure for scheduling students to activities	2	8
f. The procedure for monitoring students	1	4
g. The procedure for evaluating student performance	4	15
h. The services rendered by the project staff	1	4
i. None	6	23
TOTAL	26	100%

Question 5

"What percentage of students coming to your site do you feel have gained a real insight into the operation of the business?"

Surprisingly enough the site coordinators reported a favorable direction to this question. Realizing that some students would find that they had no interest in the vocational area being visited and that some businesses are quite complex and varied in operation it was expected that

responses would indicate little student insight. Twenty-nine percent of the employers indicated that 90 to 100 percent of their student visitors had gained a real insight into business operations. Another twenty-nine percent reported that 70 to 90 percent of their student participants had gained from visiting the sites. At the other end of the scale, two employers or 14 percent of the total group indicated that their student visitors had gained less than 10 percent insight into the business operation at their location. This information is reported in Table 27.

Table 27

PERCENTAGE OF STUDENTS
WHO GAINED INSIGHT INTO BUSINESS

Percentage	Number	Percentage
less than 10 percent	2	14
10 - 40 percent	1	7
40 - 70 percent	3	21
70 - 90 percent	4	29
90 - 100 percent	4	29
TOTAL	14	100%

Question 6

"Please respond to the items listed by giving a rating that best describes your general opinion about that particular area."

This question requested information about the EBCE program operation in two areas: personnel and students. Each area was subdivided into related items to which the employer could check a response scale from excellent to unsatisfactory. Within the area of personnel, the item "your relationship with school district personnel" received the highest level of excellence. For this item 86 percent or 12 of the respondents reported their relationship to be excellent. In only one item in the personnel area was a check made for needs to improve. One respondent felt that for the item of "scheduling of students to your site" that some improvement was needed. However, 79 percent of the respondents reported this item to be either above average or excellent.

In the area of students, the items "attendance" and "dependability" received the highest excellence in ratings. In both cases 43 percent of the respondents checked these items to be excellent. The maturity of the students received the lowest percentage of excellence marks. One person or 7 percent of the total group reporting on this item checked student maturity as excellent. However, 57 percent (8 persons) reported maturity to be above average. Of interest was the response of site coordinators to the area of appearance. Forty-three percent of the coordinators indicated that appearance was average or needed to improve. There may be some need for counselors to spend additional time in discussing with students the importance of appearance in dress and grooming. Information gained from this question is reported in Table 20.

Table 28

PERSONNEL AND STUDENT RATINGS BY SITE COORDINATORS

Categories	Rating Scale											
	Excellent		Above Average		Average		Needs to Improve		Unsatis-factory		None	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Personnel												
1. Organization of school district for EBCE program	9	64%	2	14%	2	14%					1	7%
2. Your relationship with school district personnel	12	86%	2	14%								
3. Scheduling of students to your site	7	50%	4	29%	2	14%	1	7%				
4. Your knowledge of program objectives	3	21%	9	64%	2	14%						
Students												
1. Attendance	6	43%	4	29%	2	14%	2	14%				
2. Dependability	6	43%	5	36%	3	21%						
3. Initiative	2	14%	8	57%	4	29%						
4. Involvement	3	21%	9	64%	2	14%						
5. Relations with others	3	21%	8	57%	3	21%						
6. Appearance	4	29%	4	29%	5	36%	1	7%				
7. Interest in your operation	2	14%	7	50%	4	29%	1	7%				
8. Maturity	1	7%	8	57%	5	36%						

SUMMARY

Site coordinators are very pleased with the first semester operation of the program. As reported over 90 percent of them feel the program to be well above average for providing an orientation to the world of work. Every employer indicated a desire to see the program continue.

Employers reported that they would like to see the appearance of the students improve. However, in terms of gained insight into the business areas the employers felt that the students had gained considerably. Student attendance and dependability were given high ratings by the employers.

TEACHER ATTITUDE SURVEY

Those teachers in the three Weber County School District high schools who had EBCE students in their academic classes were asked to indicate their attitude about the program. The questionnaires given to the teachers were completed during the last weeks of the school semester (May 1977). Morgan High School teachers were not surveyed because of difficulties relating to school-ending activities. Twenty-six teachers returned questionnaires. Eight teachers from Bonneville High School retruned and Weber High School had 7 teachers return their questionnaires. Only those teachers who had two or more EBCE students in their classes were asked to complete survey sheets. It was felt that a single EBCE student in a teacher's schedule might not have been noticed enough for the teacher to notice performance of the student or program characteristics.

Teacher Attitude Survey

Question number one on the survey asked the teachers to list the names of EBCE students who were in their classes. After the name of each student they were to indicate any changes in performance that might have been noticed during the semester as compared with the previous non-EBCE program semester. Performance ratings were requested in the areas of academic performance and student attitude.

Teachers might well be the most critical of any program that takes student time from school. In this case EBCE students were at program sites one day per week. However, the information received from the

teachers indicated that academic performance and student attitude stayed about the same from first semester through the second semester. Substantially more students received better scores in the two categories then received poorer scores. Of interest is the high scores given to sutdents in the category of change in student attitude. The Weber teachers tended to report lower scores than the teachers in the other two schools. Tables 29, 30, and 31 report this information.

Table 29

TEACHER PERCEPTION OF STUDENT PERFORMANCE
BONNEVILLE HIGH SCHOOL

Student Name	Sex	Academic Performance			Student Attitude		
		Better	Same	Poorer	Better	Same	Poorer
Kevin Bingham	M		*(X) X (X)		(X)	X (X)	
Shirley Keller	F	(X)		X	(X)		X
Debbie Larsen	F		X		X		
Cathy Roberts	F	X			X		
Nan Brian	F		X			X	
Pat Pagel	F		X			X	
Mark Warr	M		X			X	
Kurt Hadfield	M	(X)		X	(X)		X
Rilla Jones	F		(X) X			(X) X	
Jolene Bartschi	F		(X) X		(X)	(X) X	
Kathy Hale	F		(X) X			X	
Theron Mass	M	X			X		
Terri Postel	F		X			X	
Ronda Garner	F	X			X		
TOTAL		5	15	3	8	13	2

*More than one teacher might have the same EBCE student in class. When this occured a check was make by the students name for each teachers score.

Table 30

TEACHER PERCEPTION OF STUDENT PERFORMANCE
RØY HIGH SCHOOL

Student Name	Sex	Academic Performance			Student Attitude		
		Better	Same	Poorer	Better	Same	Poorer
Pat Averett	F		(X)(X)	(X)(X)		(X)(X) (X)	
David Flitton	M		(X)				
Walt Tittman	M		(X)				
Paul Toyn	F	(X)		(X)		(X)(X)	
Shirley Coy	F			(X)		(X)	
Mike Carver	M	(X)	(X)(X)		(X)(X) (X)		
Bobby Eames	M			(X)(X)		(X)	
Craig Smigh	(m)		(X)	(X)		(X)(X)	
Doug Roskelly	M		(X)(X)			(X)(X)	
Linda Sugimoto	F		(X)(X)			(X)	
Faye Hardy	F		(X)	(X)			(X)
Craig Smith	M	(X)			(X)		
Teresa Fife	F		(X)(X)		(X)	(X)	
Barbara Friedle	F		(X)(X)		(X)		(X)
Roy Shadboit	M	(X)	(X)		(X)		(X)
Marvin Skinner	M		(X)				(X)
Brenda Sheffer	F	(X)			(X)		
Stephanie Williams	F	(X)			(X)		
TOTAL		6	18	8	9	13	4

Table 31

TEACHER PERCEPTION OF STUDENT PERFORMANCE
WEBER HIGH SCHOOL

Student Name	Sex	Academic Performance			Student Attitude		
		Better	Same	Poorer	Better	Same	Poorer
Bart England	M		(X)	(X)		(X)	(X)
Mack Devries	M		(X)(X)			(X)	
			(X)				
Bryant Duncan	M		(X)(X)			(X)	
Dean Dickemore	M			(X)(X)		(X)	(X)
Nanette Homes	F		(X)				(X)
Kent Willis	M	(X)			(X)		
Ken Pribble	M		(X)			(X)	
Sandra Woodbury	F			(X)			(X)
Nate Johnson			(X)			(X)	
TOTAL		1	9	4	1	6	4

Question 2 "Did the EBCE students in your classes cause you difficulty in planning course work?" This question sought to determine if teachers noticed much difficulty in planning and working with students who were in a special program. It was assumed that any added load to a teachers busy schedule would be reflected in difficulty in planning courseowrk. This assumption was not warranted as the teachers reproted a general feeling of little or no difficulty. The Weber teachers felt more difficulty in their assignment with the EBCE students than the other two schools. This information is reported in Table 32.

Table 32

TEACHER DIFFICULTY IN PLANNING COURSE WORK

Category	Bonneville	Roy	Weber	Total	Percent
Very Much Difficulty			1	1	4
Some Difficulty	2	1	3	6	23
No More Than For Regular Students	4	5	2	11	42
No Difficulty	2	5	1	8	30
TOTAL	8	11	7	26	99

Question 3 This question asked the teachers to rank the various components of the EBCE program in terms of effectiveness. Some of the teachers reported a lack of knowledge about the operation of some of the areas and left those areas blank. When components were given a rating they tended to fall in the positive range of effectiveness. This information is reported in Table 33. Teachers rating for all three high schools are grouped into one table.

Table 33

EFFECTIVENESS OF EBCE COMPONENTS

Component	Information Not Available	Very Effective	Somewhat Effective	Average Effectiveness	Below Average
General EBCE Program	5	9	7	2	2
District Office EBCE Personnel	11	12	3	1	
Staff Training	12	8	5	1	1
Academic Resource Person	15	6	4	1	
Counseling	14	6	2	3	
Site Assignments	13	3	5	2	2
EBCE Student Selection Procedures	10	7	6	1	2
TOTAL	80	51	32	11	7

Question 4 "Did you use the EBCE student as a resource person in your class for any discussion, presentation, or any type of activity?" The teachers were given three possible responses to this question. These were: "yes, but little"; "yes, frequently"; and "no". Generally speaking, the teachers did not utilize the experiences of the students in classroom activities. This information is presented in Table 34.

Table 34

TEACHER USE OF EBCE STUDENTS IN CLASS

Category	Bonneville	Roy	Weber	Total
Yes, But Little	1	4	1	6
Yes, Frequently				0
No Use of Students	7	7	6	20
TOTAL	8	11	7	26

Question 5 This question asked the respondents to indicate how they felt about the EBCE program and its value to the education of youth. Seven of the teachers reported that the program was very valuable. The majority of teachers (16) reported the program to be of some value. It may be that many teachers were aware of the program components but were not able to observe the program in operation and thus could not readily report knowingly to this question. This information is reported in Table 35.

Table 35

EBCE PROGRAM VALUE TO THE EDUCATION OF YOUTH

School	Very Valuable	Some Value	Little Value	No Value	Total
Bonneville	3	5	0	0	8
Roy	2	7	2	0	11
Weber	2	4	1	0	7
TOTAL	7	16	3	0	26

Question 6 The teachers were asked to indicate if they felt that this program might better serve a particular group of students rather than the general student population. The intent of this question was to seek to determine if teachers had any bias as to EBCE program student type. The teachers reported 13 checks in the "all students" category. Interesting enough the "non-college bound" category received 10 checks. This would indicate that a sizable number of the teachers felt the non-college bound student to be better served by this program. Two teachers from Weber High School checked more than one category. Their responses were non-college bound and dropout students. One teacher who did not check an item wrote that the program was suited to all students but dropouts. Table 36 contains the information regarding this question.

Table 36

STUDENTS BEST SUITED FOR EBCE PROGRAM

School	All Students	College Bound	Non-College Bound	Dropout Students	Boys	Girls	Total
Bonneville	4		3		1		8
Roy	7	1	3	2			13
Weber	2		4				6
TOTAL	13	1	10	2	1	0	*27

*Not all teachers answered this question and some teachers checked more than one response.

Question 7 The teachers were asked to respond to this question. "How often did you come in contact with the academic resource person and counselor to discuss EBCE student problems?" Generally speaking, the teacher contact with the resource person and counselor in the school was infrequent to no contact. While the assumption that some consistent contact would be desirable, infrequent contact might mean that if the students were doing well no contact was needed.

Table 37

TEACHER CONTACT WITH
ACADEMIC RESOURCE PERSON & COUNSELOR

School	Academic Resource Person			Counselor		
	Often	Infrequently	Never	Often	Infrequently	Never
Bonneville	1	1	6	1	2	5
Roy	3	4	2	4	3	2
Weber	0	4	3	0	5	2
TOTAL	4	9	12	5	10	9

In any event, regardless of student progress in school and the EBCE program some plan for teacher interaction should be maintained.

Question 8 "Were your contacts with the individuals mentioned in question number 7 as frequent as you preferred?" This question was designed to determine the value that the teachers placed upon often, infrequent or not contact. If the teachers felt the contact with the academic resource person to be adequate he/she checked the "yes" category.

If contact was not sufficient the "no" category was to be checked. Fourteen teachers felt that contact with the academic resource person was adequate while 10 did not. More teachers (16) felt the contact with the counselor to be adequate. Seven teachers reported that they did not have enough contact with the counselor. While the teachers in general felt contact to be adequate, a sizable portion of teachers desired more interaction with the two resource people.

Table 38

ADEQUACY OF TEACHER CONTACT
WITH EBCE PERSONNEL*

School	Academic Resource Person		Counselor	
	Yes	No	Yes	No
Bonneville	4	3	4	2
Roy	8	2	8	2
Weber	2	5	4	3
TOTAL	14	10	16	7

*Teachers left some categories blank.

Question 9 "Do you feel this type of program is worthy of expansion to include more interested students?" This question has implications for the coming school year 1977-78. As the teachers were aware that the program would continue and might be expanded in number it was felt that a reaction to this question might give an indication of teacher feeling about future programming. However, it was realized that some teachers might think the program valuable but react negatively to expansion

because of the difficulties that might be imposed upon the teacher by added student EBCE participation. For example, a teacher may enjoy football and what it accomplishes for young students but deplore the frequent absence from class for school contests.

Teachers were to answer the question of expansion by checking "yes", "no" or "maybe". Three teachers did not respond to this question. Fourteen teachers said the program is worthy of expansion while 6 did not. Table 39 records the information received from the teachers.

Table 39

TEACHER ATTITUDE TOWARD PROGRAM EXPANSION

School	Yes	No	Maybe	No Response
Bonneville	3	2	1	2
Roy	8	2	1	
Weber	3	2	1	1
TOTAL	14	6	3	3

SUMMARY

The attitude of teachers working with EBCE students was generally positive toward the program. A sizable number of teachers, however, expressed some concern over various program aspects. Much of this difficulty may be due to communication. Teachers are aware of the program but are not familiar with the work of the counselors, how sites are acquired and student selection procedures. Teachers who want more

contacts with the school EBCE personnel, in particular the academic resource counselor. It would appear that a more concentrated effort is needed to keep teachers more familiar with the program. This might be accomplished by EBCE staff and teachers meetings, information handouts, computerized data sheets and taking teachers on tour of site locations with the students. Considering the nature of the program, the number of schools in the program and the number of teachers involved with EBCE students is is interesting to note the number of teacher responses that express satisfaction with the program.

GRADE PATTERNS OF EBCE STUDENTS

The EBCE program requires that each student participating in the program be excused from a day of school one day per week to visit work sites. Academic teachers were informed in the inservice sessions to not penalize students for absentism on that particular off-campus day. Despite program orientation, make up help for program students by the school academic helper and counselor support, the teacher in the final analysis generally assigned grades on the basis of actual effort and some own standard. Thus, a concern was felt by the EBCE district personnel regarding grading patterns of program students.

Would the grades of EBCE students be lower because of the added pressure placed upon them from missing a day of school each week?

The answer to this question was sought by analyzing the first and second semester grading patterns of the EBCE students. As the program was only in effect the second semester (winter) of the 1976-77 school year it was felt that a comparison of the first semester grades with those of the second would indicate grade patterns for the program students.

Methodology

The first and second semester grades of each student in the EBCE program were obtained for the 1976-77 school year. Only those subjects that the student carried both semesters were used for observing grade patterns. Thus, a class only taken one semester was not considered usable because there would be no way to determine a two-semester grade pattern. The grade of each student for each year long class was obtained

and a numerical point value was given to the grade. These numerical scores were used to determine first and second semester grade increases or decreases. The results of this investigation are reported below.

EBCE Student Grade Reports

BONNEVILLE HIGH SCHOOL

The seventeen students in the EBCE program at this school were registered for English as part of their course units during the 1976-77 school year. Five students were enrolled in Honors English and 12 students were enrolled in English 10. In the Honors English program one student's grades improved from first to second semester, 3 students had no change in semester grade patterns and one student had a drop in grade. In the latter instance, the overall grade change was unimportant and a composite of both semester grades resulted in an A- first semester and an A- second semester.

In English 10 classes eight students had a drop in grade from first semester and four students had grade averages that stayed the same. The drop in grade average from first semester through second semester was B+ (first semester) to B (second semester). These results are shown in Table 40.

Table 40

SEMESTER GRADE REPORTS (ENGLISH
BONNEVILLE HIGH SCHOOL

Student Number (Honors - #1 - 5; English 10 - #6 - 17	1st Sem. Grade	Average	*2nd. Sem Grade	Average
1	B		B	
2	B+		B	
3	A-	A-	A	A-
4	A		A	
5	A		A	
6	A-		C+	
7	B		C-	
8	B+		B	
9	A	B+	A	B
10	A-		B+	
11	A		A-	
12	B+		B	
13	C		C	
14	C+		C-	
15	B+		B	
16	A		A	
17	A		A	

*2nd semester of school year 1976-77 was the period of time the EBCE program was in operation

A number of the EBCE students were also registered in science and/or mathematics classes for both semesters. These grades were also analyzed and compared by semester to determine if grades had dropped during the program participation period. This information is presented in Table 41.

Table 41

SCIENCE AND MATHEMATICS GRADES
BONNEVILLE HIGH SCHOOL

Student Number	Sex	Science Sem. 1	Science Sem. 2	Science Average	Mathematics Sem. 1	Mathematics Sem. 2	Mathematics Average
1	F	A	A		A	A	
2	F	A-	B+		A-	B	
3	M	A+	A+		A	A	
4	F	B-	C		C	D+	
5	F	A	B+	Sem. 1 =	C	D+	Sem. 1 =
6	F	B	B		B	B	
7	M	C	B-	B	C+	B	B
8	F	A-	B+		B-	C-	
9	F	--	--		A	A	
10	F	--	--	Sem. 2 =	--	--	Sem. 2 =
11	F	A	A-		--	--	
12	M	--	--	B+	C	C-	B-
13	M	--	--		A	B+	
14	F	D	C		B	B	
15	F	B	B+		C+	B-	
16	M	C+	A		--	--	
17	M	B	B+		B+	B	

*The places where no grades are noted indicates that they either didn't have a course in that subject area during the year or only had the subject one semester

ROY HIGH SCHOOL

Sixteen students at Roy High School took English 10 both semesters during the school year 1976-77. In comparing the first semester grades in English it was noted that two students advanced, seven students stayed the same and seven students received lower grades. However, all of the students received better than average grades both semesters. The average grade first semester was B+ with a drop to B second semester. This information is presented in Table 42.

Table 42

SEMESTER GRADE REPORTS
ROY HIGH SCHOOL

Student Number	1st Sem. Grades	Average	2nd Sem Grades	Average
1	A-		B	
2	B-		B-	
3	A		A	
4	A		A	
5	A	B+	A	B
6	A		A	
7	A		B+	
8	A-		B	
9	C-		D	
10	C+		B-	
11	A-		A-	
12	A-		B	
13	D		D+	
14	B+		B+	
15	C+		C-	
16	A		A-	

Grade scores were also available on those students who took mathematics and science during the first and second semester. This information is presented in Table 43.

Table 43

SCIENCE AND MATH GRADES
ROY HIGH SCHOOL

Student Number	Sex	Science Sem. 1	Science Sem. 2	Science Average	Mathematics Sem. 1	Mathematics Sem. 2	Mathematics Average
		--					
1	M	--	--		--	--	
2	F	--	--		A	A	
3	F	B	B+		A	B-	
4	M	--	--		A	A	
5	F	A	A	Sem. 1 =	A	A	Sem. 1 =
6	F	A-	A		B-	B-	
7	F	A	A	B	A	A	B+
8	M	--	--		--	--	
9	M	B+	B		B	B+	
10	F	C	C	Sem. 2 =	C	C	Sem. 2 =
11	M	B+	B-		A-	B	
12	M	B	A	B	C+	C-	B
13	F	--	--		A-	B-	
14	M	C	C		--	--	
15	M	--	--		B	B+	
16	M	C+	D+		C+	C+	
17	F	C+	D-		--	--	

WEBER HIGH SCHOOL

Weber High EBCE students were enrolled in Honors English or regular English 10. Four students were enrolled in Honors English and 13 students were in regular English 10. In Honors English one student advanced in grade from first semester to second semester while 2 students recorded the same grade both semesters. One student had a decline in grade from an "A-" to a "B+". As the change for this group of students was imperceptable the average grade for both semesters was an "A-".

Of those students taking English 10 these grade changes were noted. Five students increased in grade, 4 students had similar grades both

semesters and four students had a grade decline from the first to second semester. The grades for this group averaged "B" for both semesters. This information is reported in Table 44.

Table 44

SEMESTER GRADE REPORTS
WEBER HIGH SCHOOL

Student Number	Sex	1st Sem. Grade	Average	2nd Sem. Grade	Average
1	M	(Honors) B+		A-	
2	F	(Honors) A-		B+	
3	F	(Honors) A		A	
4	F	(Honors) A-	A-	A-	A-
5	M	C	B	B-	B
6	F	A		B+	
7	F	A		A-	
8	F	A-		A	
9	F	B+		B+	
10	M	D+		C-	
11	M	B		C+	
12	M	C+		C+	
13	M	B		C	
14	M	B-		B	
15	M	B		B	
16	M	A		A-	
17	F	A		A	

Table 45 indicates the grade patterns for Weber High School students in science and mathematics classes.

Table 45

SCIENCE AND MATHEMATICS GRADE REPORTS
WEBER HIGH SCHOOL

Student Number	Sex	Science Sem. 1	Science Sem. 2	Science Average	Mathematics Sem. 1	Mathematics Sem. 2	Mathematics Average
1	M (Honors)	A	A		--	--	
2	F (Honors)	B	A		A	A	
3	F (Honors)	A	A		A	A	
4	F (Honors)	A	A	A	--	--	A
5	M	C+	C		C	C	
6	F	--	--	Sem. 1 =	B+	A	Sem. 1 =
7	F	B	A-		B+	A-	
8	F	--	--	B	--	--	B
9	F	A-	A		C+	B-	
10	M	D	C		C	A-	
11	M	A	B	Sem. 2 =	B	C+	Sem. 2 =
12	M	C+	B		C+	C+	
13	M	--	--	B+	A-	B+	B
14	M	A	A		--	--	
15	M	B	B		B+	B-	
16	M	B+	A		A	A-	
17	F	--	--		B	B	

MORGAN HIGH SCHOOL

Morgan High School participated in the EBCE program representing the rural component of the study. When the program began 10 students were selected to participate. However, as students became involved in the EBCE program two participants dropped because of athletics and one student transferred to a school in another state. Ten students completed the full semester of the program and their grade scores for both semesters of the 1976-77 school year were reported by taking a composite grade point average of all courses completed each semester. These scores are reported in Table 46.

Table 46

SEMESTER GRADE AVERAGES
MORGAN HIGH SCHOOL

Student Number	Sex	Sem. 1 G.P.A.	Approximate Grade Equiv.	Sem. 2 G.P.A.	Approximate Grade Equiv.
1	M	3.450	B+	3.535	B+
2	M	3.450	B+	3.300	B+
3	F	3.950	A	3.900	A
4	F	3.300	B+	3.577	B+
5	F	3.150	B	3.411	B+
6	F	3.650	A-	3.550	A-
7	F	3.900	A	3.700	A-

SUMMARY

First and second semester grade reports for each student in the experimental program were tabulated and compared to determine grade patterns. A summary of the grades given to the EBCE students for the subject of English indicated no improvement in grade. However, any reduction in grade was not significant. Considered on a group basis the grades remained the same. Science and mathematic grade reports were also tabulated. Grade behavior remained generally the same from first semester through second semester. Interestingly enough composite grades of all students remained at a "B" grade level or higher during the project semester. However, it was noted that students who received a particular grade in the first semester tended to receive a similar grade in that class during the second semester. It is significant to

note that the EBCE program has not had a detrimental effect upon student grades even though they spend a considerable amount of time off campus in employer sites.